# Speaking Test 7

## Part 1 Talking about general topics (3 minutes)

- Have you heard about any environmental problems in the news recently? Which one(s)?
- How often does rubbish get collected in your neighbourhood?
- Do you think cars should be banned from city centres?
- Do you recycle? If so, what do you recycle?

## Part 2 Monologue (4 minutes)

### LEISURE TIME

**Which activity would be more likely to appeal to a teenager?**

A



B



**Candidate A:** Compare the photographs and say which activity would more likely appeal to a teenager. (1 minute)

**Candidate B:** Which of these activities do you think requires more skill? (20 seconds)

**Useful language – Expressing opinion**

| | | |
|---|---|---|
| It is my view that ...<br>I (really) feel that ...<br>The point is ... | From my point of view, ...<br>The way I see things, ...<br>As I see it, ... | I believe that ...<br>I'd say that ... |
| I (don't) think that *(Sudoku)* would be suitable for a teenager because ... | | |

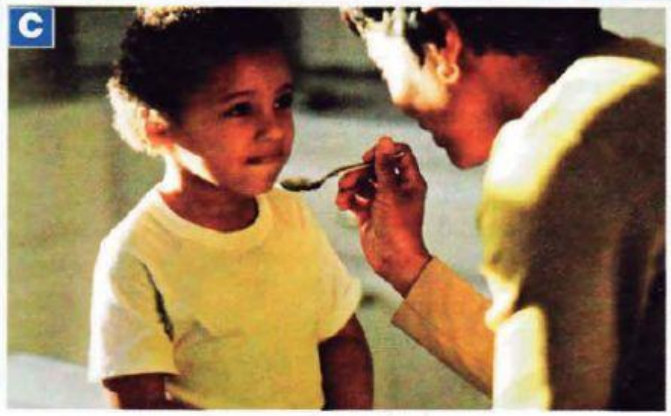
| KEY LANGUAGE | Positive Points | Negative Points |
|---|---|---|
| basketball | more active than staying in, outdoor sport, fresh air, popular, competitive, can socialise, way of keeping fit | need more than one person to play (team sport), need to be near a court, risk of injury |
| Sudoku puzzle | exercises the brain, convenient (can be done anywhere), relaxing pastime | not good for those who like being active or outdoors, just like being in a maths lesson, solitary |

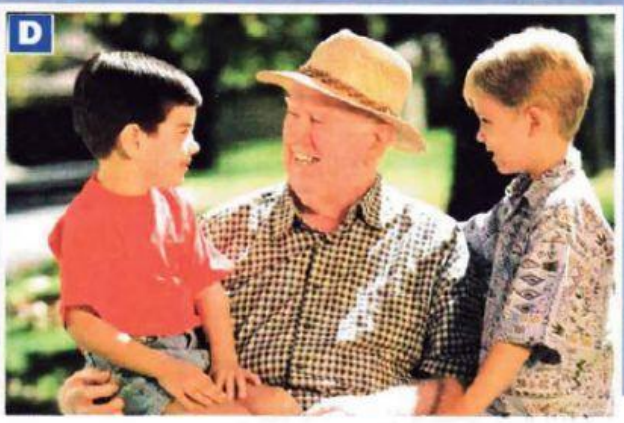


LIVEWORKSHEETS

## FAMILY

**How do these family members show they care for each other?**




**Candidate B:** Compare the photographs and say how these family members show they care for each other. (1 minute)

**Candidate A:** What kinds of things do you do with your family? (20 seconds)

### Useful language – Contrasting situations

- In the first situation *(a mother is feeding her child)*, whereas ...
- However, ...
- In the *(first photograph the people are indoors)*, while ...
- In contrast, ...
- On the other hand, ...
- A main difference between the photographs is that ...
- A key difference is that ...

### KEY LANGUAGE

| | |
|---|---|
| **parent feeding a child** | mother and child, indoors, in the kitchen, child sitting on table, mother feeding child to make it strong in body and health, child unable to fend for itself, give physical care (a parent's natural instinct to look after their son/daughter, make sure to provide food, clothes and a home) |
| **grandfather with grandchildren** | two boys and their grandfather, outdoors, in the garden, youngest boy is sitting on grandfather's lap, deep bond, seem very close to each other, smiling, happy in each other's company, providing emotional support (spending quality time together, grandfather passing on wisdom, boys learning about the world, grandfather giving advice) |

**Model Interview:**

Listen to two candidates doing the speaking task in Part 2. What reasons does each candidate give to support their answers?



LIVEWORKSHEETS

## Part 3 Decision making (pairwork) (3 minutes)

Your school has decided to cut back on its after-school activities due to a lack of funds. You have been asked to give your opinion on the activities listed below.

- How popular are each of these activities with students?
- Which two should be removed from the weekly timetable?



### Useful language – Expressing people's like and dislikes

| Likes | Dislikes |
|---|---|
| • Students like/love/enjoy/are keen on *([playing] music).*<br>• What they like most is ...<br>• The thing students like best about ...<br>• The best thing about *(football)* is ...<br>• They would prefer to ...<br>• What they find most appealing is the fact that ... | • Students don't/wouldn't enjoy/like *([doing] ballet).*<br>• They're not keen on *([doing] drama).*<br>• *(Drama)* is not everyone's cup of tea.<br>• Most students hate/can't stand *([taking] painting classes).* |



LIVEWORKSHEETS

## AFTER-SCHOOL ACTIVITIES

| KEY LANGUAGE | Positive Points | Negative Points |
|---|---|---|
| painting | creative, learn a skill, relaxing, chance to express yourself artistically | can be expensive (need to buy paint and equipment) |
| drama | builds confidence, students learn how to speak clearly, work closely with other students | doesn't appeal to shy people, rehearsal can be time-consuming, difficult to memorise lines |
| computer | learn a skill which is necessary in most jobs these days | not active, puts stress on eyes and back, practice on PCs already part of normal lessons |
| music | learn a skill, good career opportunities, fun to entertain others | instruments can be expensive, needs many hours of practise, anti-social |
| ballet | keeps you fit and flexible, tones muscles and builds strength, sociable activity | more popular with girls, not to everyone's taste, risk of injury (pull a muscle, etc) |
| football | good exercise, work in a team, sociable activity, outdoors in the fresh air | can be affected by bad weather, risk of getting injured, can become football fanatics (school work may be affected) |

**Model Interview:**

Listen to two candidates doing the speaking task in Part 3 and answer the questions.

1 How popular do the candidates find each activity? Which two after-school activities do they think should be removed from the weekly timetable? What reasons do they give to support their decision?

### Part 4 Discussing in pairs (4 minutes)

- Do you do any of these activities? If so, which one(s)?
- What extra-curricular activities does your school offer?
- Should students do mental or physical activities after school?
- What do you think are some of the benefits of doing extra after-school activities?
- How much time do you think students should spend on after-school activities?

**Model Interview:**

Listen to two candidates doing the speaking task in Part 4 and answer the questions.

1 Which of these activities do the candidates do?
2 What do the candidates think are some of the benefits of doing extra after-school activities?



LIVEWORKSHEETS

# Speaking Test 8

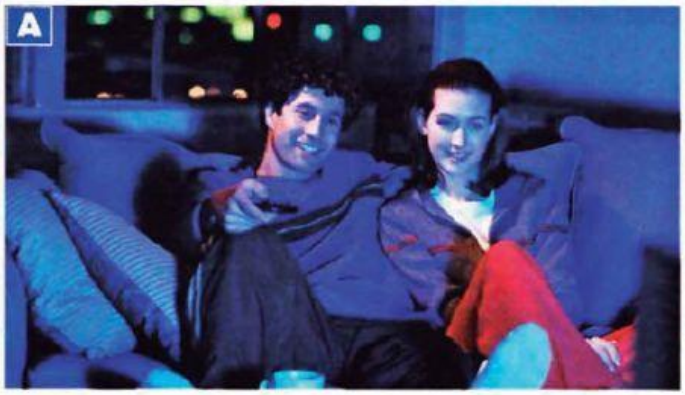
## Part 1 Talking about general topics (3 minutes)

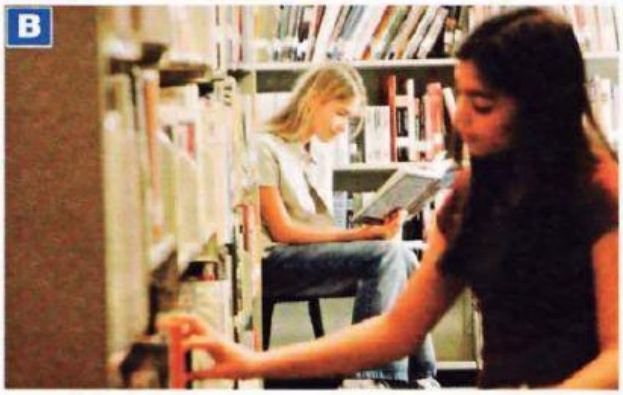
- Which subject do/did you enjoy the most at school? Why?
- Is there something new you would like to learn about?
- Do you prefer physical or mental work? Why?
- What kind of work would you really like to do in the future?

## Part 2 Monologue (4 minutes)

### SOURCES OF INFORMATION

**What are the pros and cons of using these sources of information?**




**Candidate A:** Compare the photographs and say what the pros and cons of using these sources of information are. (1 minute)

**Candidate B:** Which of these ways of finding information do you use more often? (20 seconds)

### Useful language – Advantages & disadvantages

| | |
|---|---|
| **listing advantages** | • One of the main advantages of ... • One important thing is ...<br>• A good thing about *(the library)* is that ... |
| **listing disadvantages** | • One disadvantage is ... • A bad thing about *(TV)* is that ...<br>• The worst thing about it is ... • It's a bit/rather ... |
| **adding advantages/ disadvantages** | • A further advantage/disadvantage is that ... • What is more, ...<br>• In addition to this ... |

| KEY LANGUAGE | Pros | Cons |
|---|---|---|
| TV | convenient, latest news on a daily basis, interesting documentaries, entertaining, inexpensive | restricted to specific time slots, may only show one side of the story (e.g. biased reporting), emphasis on local news/events/information |
| library | variety of sources within the library, can borrow books to read at home for free | more useful for general reference , slow access to information, time consuming, inconvenient |



LIVEWORKSHEETS

## APPEARANCES

**What impression is conveyed by these people's appearances?**

C



D



**Candidate B:** Compare the photographs and say what impression is conveyed by these people's appearances. (1 minute)

**Candidate A:** Do you think we should judge people's character by the clothes they wear? (20 seconds)

### Useful language – Forming impressions

- I get the impression that ...
- She/He looks as if he ...
- She/He doesn't seem/look (like a) ...
- She's/He's clearly (not) ...
- She/He probably likes/doesn't like ...
- I think he may be ...
- She/He seems/looks (like a) ...
- I can't imagine him *(listening to classical music)*.
- She/He gives me the impression of being someone who ...
- To me it seems that ...
- She/He strikes me as being someone who ...
- She's/He's likely to ...
- I don't believe that ...

### KEY LANGUAGE

| | |
|---|---|
| **punk girl** | individual style (spiky hairstyle, chain jewellery, piercings, hair dye), refuse to follow latest designer fashion trends, anti-establishment feelings, make a statement, stand out from the crowd, create own style, like listening to punk music, have strong opinions, liberal views, confident, fun-loving |
| **conservative man** | conservative style (short haircut, glasses, shirt and tie), not particularly fashion-conscious, mainstream ideas/attitudes, practical and down-to-earth, businesslike and efficient, may have classical tastes (e.g. in music), friendly and approachable |

**Model Interview:**

Listen to two candidates doing the speaking task in Part 2. What reasons does each candidate give to support their answers?



LIVEWORKSHEETS

## Part 3 Decision making (pairwork) (3 minutes)

Your friend has recently graduated from university and wants to throw a party for all his family and friends. He has five venues in mind.

- How suitable would each venue be to hold a graduation party?
- Which two venues would be the best places to hold the party?




### Useful language

| Making suggestions | Responding to suggestions (negatively) |
|---|---|
| *(A restaurant)* would be a good idea/the best place because ...<br>The *(beach)* would be a suitable place because ...<br>I think the party should be held *(at the beach)*.<br>*(A house)* is the ideal place to hold this kind of party.<br>The party ought to be held at/in/on *(a boat)*. | That would be a great idea. However, ...<br>I don't think so. It might be too *(far for people)*.<br>I don't agree. How about *(the beach)* instead?<br>It's a nice idea, but ...<br>I think *(a picnic)* would be a bad choice because ...<br>I don't know about you, but I don't like the idea of *(sitting outside on the grass)*. |



LIVEWORKSHEETS

## PARTY VENUES

| KEY LANGUAGE | Positive Points | Negative Points |
|---|---|---|
| restaurant | food served, caters to all ages, indoors so not affected by bad weather | might be expensive, not entertaining for very young children |
| beach | lovely setting, sun, sea, swimming, young people will enjoy it, not expensive | can be affected by bad weather, might not be comfortable for older people, maybe further to travel to get to venue |
| home | inexpensive, comfortable, no need to travel | need to clean up afterwards, furniture etc could get damaged, not as exciting |
| boat | unusual, memorable, exciting, fun, serving staff | some guests may get seasick, quite expensive |
| picnic | fairly cheap, people can bring their own food, play games | subject to weather conditions, insects, carrying equipment and food |

**Model Interview:**

Listen to two candidates doing the speaking task in Part 3 and answer the questions.

1 How suitable do the candidates find each venue for a graduation party? Which two places are chosen by the candidates in the end? What reasons do they give to justify their decision?

### Part 4 Discussing in pairs (4 minutes)

- How successful are parties when the guests are of mixed ages?
- In your opinion, does a good party depend on the number of people invited?
- On what occasions do people in your country have parties?
- What things would you need to organise when planning a party?
- What is the worst party experience you've ever had?

**Model Interview:**

Listen to two candidates doing the speaking task in Part 4 and answer the questions.

1 According to the candidates, does a good party depend on the number of people invited? What reasons do they give to support their answers?
2 What things do the candidates think need to be organised when planning a party? What reasons do they give to support their answers?



LIVEWORKSHEETS