

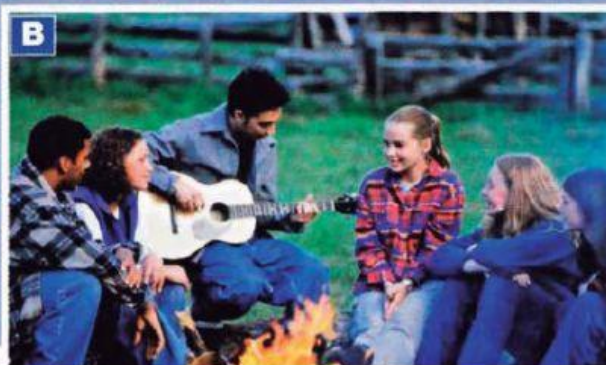
## Part 1 Talking about general topics (3 minutes)

- What type of food do you enjoy eating?
- Do you think that you eat healthily?
- Why do you think eating junk food has become so popular?
- Do you enjoy home-cooked foods or eating out?

## Part 2 Monologue (4 minutes)

### COMPANIONSHIP

Is it better for people to stay alone or to be surrounded by friends?



**Candidate A:** Compare the photographs and say whether you feel it is better for people to stay alone or to be surrounded by friends. (1 minute)

**Candidate B:** Why do you think some people have a problem making friends? (20 seconds)

### Useful language – Expressing feelings/opinions

- I (don't) feel that ...
- My feeling is that ...
- I feel sure that ...
- Personally, I (don't) think ...
- If you ask me, ...
- I really believe that ...

### KEY LANGUAGE

	Pros	Cons
being alone	pursue your own interests, not caught up in other people's problems, learn to enjoy your own company, less restrictions (able to do what you like when you like)	become bored and restless, cannot interact well with others, loss of self-esteem, feel isolated, become anti-social
surrounded by friends	share thoughts/feelings/problems with someone, receive help and support in difficult times, always have a busy social life, cheer you up when you're feeling unhappy	expectations of others can be demanding at times, receive unwanted criticism, hard to find time to do personal things, upsetting when a person lets you down/betrays your trust



## LEARNING EXPERIENCES

How do these activities help children learn about the world around them?



**Candidate B:** Compare the photographs and say how these activities help children learn about the world around them. (1 minute)

**Candidate A:** What activities can you remember doing as a child? (20 seconds)

### Useful language – Listing points

- |   |  |   |  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Firstly/First of all, ...</li> <li>• Secondly,...</li> </ul> | <ul style="list-style-type: none"> <li>• In addition, ...</li> <li>• Then there's (the fact that) ...</li> </ul> | <ul style="list-style-type: none"> <li>• Another thing that ...</li> <li>• Also, ...</li> </ul> | <ul style="list-style-type: none"> <li>• Finally, ...</li> </ul> |
|---|--|---|--|

### KEY LANGUAGE

#### cooking

simple maths (measure quantities), learn about different textures, smells and tastes, new vocabulary (items found around the kitchen), cooperation (work together and follow recipes), nutrition and eating habits (healthy foods, good diet)

#### gardening

science (watch the activities of living creatures/growth of plants), learn to keep records/acquire good organisational skills (keep track of plant growth), learn to respect the environment/appreciate nature, share responsibility and planning, basic maths (calculate yields, measure garden plots), nutrition (produce, harvest and prepare food), patience

#### Model Interview:

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



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

Your penfriend from abroad is visiting you next week and would like to find out as much as he can about your country. Here are some ideas you might like to consider regarding his visit.

- How effective would these ideas in be in helping him to experience the local culture?
- Which two ideas should he definitely try?



#### Useful language

##### Making suggestions/ Giving reasons

- *(Visiting a historical monument)* is (by far) the most *(interesting)* thing to do because ...
- *(Shopping for souvenirs)* would be a good idea since ...
- Another thing he might like to try is *(going to the theatre)* as ...
- I don't think I'd suggest *(a football match)* because ...

##### Expressing probability/possibility

- He's/It's bound to (be) ...
- He'd probably like/enjoy ...
- I expect/perhaps he would/he'd ...
- It's (un)likely that he'd want to ...



## LOCAL CULTURE

KEY LANGUAGE	Positive Points	Negative Points
football match	enjoy the great atmosphere, compare stadium/ground with ones back home	not specific to one culture (international sport), fans may be rowdy/give bad impression of their country to visitors
local cuisine	learn about traditional specialities/dishes, sample authentic foods never tasted before	unfamiliar food may not suit his taste
historical monument	chance to see example of different architecture/famous landmark, learn about country's historical past, museum often on site	might be interested in more modern aspects of culture
shopping	find great bargains in street markets, explore traditional shops, find items unique to the culture, buy souvenirs to take back home	tiring, may not want to spend money on shopping
theatre	watch performance in different language to his own, chance to admire traditional costumes/songs/music, become familiar with local artists/talent	may not be a theatre-goer, difficult to follow a performance in a foreign language

### Model Interview:

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

- 1 How effective do the candidates think the ideas are in helping their penfriend to experience the local culture? Which two ideas do they think he should definitely try? What reasons do they give to support their answers?

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

- What might the benefits of having a penfriend be?
- Is there a particular country you would like to visit? What things would you like to learn about it?
- Do you like sampling foreign food?
- What kind of souvenirs would you like to buy while abroad?
- How important is it to mix with the local people when you visit a foreign country?

### Model Interview:

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

- 1 What do the candidates think the benefits of having a penfriend might be? What reasons do they give to support their answers?
- 2 Is there a particular country that the candidates would like to visit, and what things would they like to learn about it?



# Speaking Test

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

- Do you think it is important to keep up to date with the news?
- In your opinion, from where can we receive the most accurate information?
- What magazines and newspapers do you read?
- Why do you think that so many people use the Internet?

## Part 2 Monologue (4 minutes)

### PEOPLE AND ANIMALS

How do the relationships between the people and the animals differ?



**Candidate A:** Compare the photographs and say how the relationships between the people and the animals differ. (1 minute)

**Candidate B:** Which of these relationships do you think is the most valuable? (20 seconds)

### Useful language – Expressing differences

- The photographs show two completely different (*relationships*).
- One important difference is that ...
- The two photographs differ in that ...
- Unlike the (*woman and her cat*), the ...
- While (*the first photo shows us a working relationship*), (*the second photo ...*)

### KEY LANGUAGE

police dog

assist police force (track criminals/suspects/missing persons), prized for its intelligence/aggression/strength/sense of smell, sniff out drugs/weapons/bombs, search buildings, give its life to protect and serve, can smell things/go places police officers can't, special obedience training, learn handler's commands

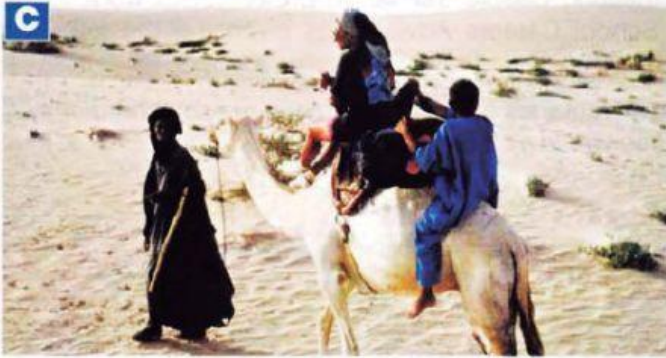
cat

friendly and affectionate companion, help overcome the problem of loneliness/boredom (especially for people living on their own), pets can improve people's physical and mental health (reduce stress/heart attacks/depression), important to have an animal to care for (feel you are doing sth worthwhile), creature of habit (appreciate a settled home environment)



## WEATHER AND LIFESTYLE

How does the weather affect these people's lifestyles?



**Candidate B:** Compare the pictures and say how the weather affects these people's lifestyles. (1 minute)

**Candidate A:** Which lifestyle would you find harder to get used to? (20 seconds)

### Useful language

#### Expressing cause/reason

- Due to/Owing to/In view of *(the extreme heat)*, ...
- Seeing that *(the heat is so extreme)*, ...

#### Expressing effect/result

- *(The weather is) so (cold) that/(there is) such (cold weather) that ...*
- For this reason, ...
- As a consequence, ...

### KEY LANGUAGE

#### Hot Climate

#### Cold Climate

	Hot Climate	Cold Climate
<b>weather</b>	scorching heat, blazing sun, dry and dusty	freezing temperatures, severe cold, ice and snow
<b>clothes</b>	light loose clothing to protect from the sun, long flowing robes to cover the whole body	warm heavy clothing to insulate body against the cold
<b>travel and movement</b>	movement avoided during hot part of the day (siesta time), travel in search of food and water, pace of journeys slow and tiring, camels frequently used	can be hazardous (ice and snow on road), risk of accidents (slipping/skidding), sledges and snowmobiles may sometimes be used
<b>food and eating habits</b>	food prepared and eaten outdoors, simple cooking methods (cooking over a wood fire), frequent small meals eaten rather than fewer large ones	hearty and warming meals needed to beat the cold, meals an occasion to get together with friends indoors, food high in fats and carbohydrates (body has increased energy needs in cold weather)

#### Model Interview:

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



# Speaking Test

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

Your classmate Stephanie is interested in doing a student summer job. She likes meeting people but would prefer not to work in the evenings. Her School Careers Adviser has given her the following suggestions.

- What are the advantages and disadvantages of each summer job?
- Which two jobs would you advise her to do?



### Useful language – Recommending/Giving advice

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• I think she should ...</li><li>• I would recommend ...</li><li>• It might be a good idea to work as ...</li></ul> | <ul style="list-style-type: none"><li>• My advice is to ...</li><li>• Why doesn't she try ...?</li><li>• If I were her, I would definitely ...</li></ul> |
|---|--|



## STUDENT SUMMER JOBS

KEY LANGUAGE	Advantages	Disadvantages
babysitter	comfortable working environment, possible free meals	work usually involves afternoons/late evenings, limited social contact (children and family), need creative ideas to entertain children
fruit picker	work outside in the fresh air, no experience required, good way to see new places	have to wake up very early (farm work), social contact might be limited, physically demanding work
sales assistant	enjoy a chat with customers, sociable working hours, possible discounts on products	be on your feet all day long, may need some job training
hotel receptionist	opportunity to meet people, possible promotion prospects, practise foreign languages, not very physically demanding	have to deal with complaints/rude guests, may have to work evening/night shifts, must be computer literate
waitress	chance to talk to people, free meals, make extra money from tips	tiring, may leave work very late at night, must be fast and efficient, deal with difficult customers

### Model Interview:

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

- 1 What do the candidates consider to be the advantages and disadvantages of each summer job? Which two do they finally think are the best choices for their classmate? What reasons do they give to support their decision?

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

- Have you had any work experience of any kind?
- Are there many summer job opportunities for students where you live?
- How important is a person's working environment?
- Is it valuable for teenagers to gain experience by working part-time?

### Model Interview:

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

- 1 How important do the candidates think a person's working environment is? What reasons do they give to support their answers?
- 2 Do the candidates think it is valuable for teenagers to gain experience by working part-time? What reasons do they give to support their answers?