

Part 1

2 minutes (3 minutes for groups of three)

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.

Select one or two questions and ask candidates in turn, as appropriate.

- **Where are you from?**
- **What do you do here/there?**
- **How long have you been studying English?**
- **What do you enjoy most about learning English?**

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

- **What free time activity do you most enjoy? (Why?)**
- **What sort of work would you like to do in the future? (Why?)**
- **Do you think you spend too much time working or studying? (Why? / Why not?)**
- **Do you like using the internet to keep in touch with people?**
- **Have you celebrated anything recently? (How?)**
- **If you could travel to one country in the world, where would you go? (Why?)**
- **How important is it to you to spend time with your family? (Why? / Why not?)**
- **Who do you think has had the greatest influence on your life? (Why?)**

1 Doing things together

2 Student life

Part 2

4 minutes (6 minutes for groups of three)

Interlocutor In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about **two** of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

(Candidate A), it's your turn first. Here are your pictures. They show **people doing things together**.

Place **Part 2** booklet, open at **Task 1**, in front of *Candidate A*.

I'd like you to compare **two** of the pictures, and say **why the people might be doing these things together, and how the people might be feeling**.

All right?

Candidate A

🕒 1 minute

.....

Interlocutor

Thank you.

(Candidate B), in which situation do you think the people benefit most from being together? (Why?)

Candidate B

🕒 approximately
30 seconds

.....

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Now, *(Candidate B)*, here are your pictures. They show **students doing different activities**.

Place **Part 2** booklet, open at **Task 2**, in front of *Candidate B*.

I'd like you to compare **two** of the pictures, and say **how students can benefit from doing these different activities, and how helpful the activities might be in preparing them for their future lives**.

All right?

Candidate B

🕒 1 minute

.....

Interlocutor

Thank you.

(Candidate A), which of these activities do you think is most useful? (Why?)

Candidate A

🕒 approximately
30 seconds

.....

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

- Why might the people be doing these things together?
- How might the people be feeling?



- How can students benefit from doing these different activities?
- How helpful might the activities be in preparing them for their future lives?

2



21 Making decisions

Part 3 4 minutes (6 minutes for groups of three)

Part 4 5 minutes (8 minutes for groups of three)

Part 3

Interlocutor Now, I'd like you to talk about something together for about two minutes (*3 minutes for groups of three*).

Here are some things that people often have to make decisions about and a question for you to discuss. First you have some time to look at the task.

Place **Part 3** booklet, open at **Task 21**, in front of the candidates. Allow 15 seconds.

Now, talk to each other about **what people might have to consider when making these decisions**.

Candidates

🕒 2 minutes
(3 minutes for groups of three)

Interlocutor Thank you. Now you have about a minute (*2 minutes for groups of three*) to decide in **which situation it is most important to make the right decision**.

Candidates

🕒 1 minute
(2 minutes for groups of three)

Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

Part 4

Interlocutor Use the following questions, in order, as appropriate:

- Is it best for people to make decisions on their own or to ask others for advice? (Why? / Why not?)
- Some people think it is best to plan their lives carefully; others prefer to make spontaneous decisions. What is your opinion? (Why? / Why not?)
- Why do you think some people find it harder to make decisions than others?
- Do you think countries should work together to solve environmental problems? (Why? / Why not?)
- How do you think young people can be helped to take on responsibilities?
- Do you think that people whose jobs involve making important decisions should be highly paid? (Why? / Why not?)

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- How about you?

Thank you. That is the end of the test.

