### Time
7–10 minutes

### Preparation
Check you are familiar with part 3 of the test so you can clarify for students, if necessary.

### Materials
You will need:
- One **Student Mark Sheet**
- A different **Question Card** for each student
- A different **Conversation Topic Card** for each student

### Assessment
There are a total of 20 marks for the speaking test. In this test, you will mainly be listening to your students:
- use of a variety of words to talk about plans and intentions;
- use of a variety of time phrases;
- use of the present continuous and **going to** future;
- ability to say verb phrases without long pauses.

Students can ask for repetition and clarification, if necessary.

The global mark (out of 4) is for you to give your students an overall mark. This is based on how well they do the three parts of the test, and their use of language they have studied so far in the course. Use the box at the end of the mark sheet to make a note of what a student says (**well** and **not so well**) to help you reach a final mark and give feedback. If your students don’t produce enough language for you to assess, or they are very difficult to understand, you can award zero on the scales.

### Part 2

<table>
<thead>
<tr>
<th>Time</th>
<th>2–3 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Students ask each other five personal information questions.</td>
</tr>
</tbody>
</table>

**Procedure** Give each student a different **Question Card**. Check students understand the activity and give them one minute to think about the questions and make notes.

Tell students they can ask their partner to repeat the question if they don’t understand.

Encourage students to look at each other (not at you!).

#### Part 2 Question Card

**A**

**My plans**

Ask your partner five questions about their plans for the next month.

*Example* watch / TV?

Are you going to watch TV tonight?

- go / cinema?
- study / exams?
- do / homework?
- buy / expensive?
- other?

#### Part 2 Question Card

**B**

**My plans**

Ask your partner five questions about their plans for the next month.

*Example* watch / TV?

Are you going to watch TV tonight?

- visit / friends?
- go / concert?
- join / gym?
- cook / dinner?
- other?

**Assessment hints** Listen for the use of the present continuous and **going to** future in questions and answers. Focus on students’ use of time phrases.
Part 3

Time | 4–5 minutes
---|---
Focus | Students have a conversation about future plans.

Procedure Give each student a Conversation Topic Card. Check they understand the instructions and the activity. Give students one minute to look at the Conversation Topic Card and think about the activity before they do the task.

(Answers to activity 1: the four people could have a holiday together next year.)

Part 3 Conversation Topic Card
Talking about future plans
Jon, Marta, Paolo, and Ivan want to have a summer holiday together.
1 Talk to your partner and find out about their plans. When can they have a summer holiday?

<table>
<thead>
<tr>
<th></th>
<th>Jon</th>
<th>Marta</th>
<th>Paolo</th>
<th>Ivan</th>
<th>You?</th>
</tr>
</thead>
<tbody>
<tr>
<td>this year</td>
<td>no plans</td>
<td>buy a house – no money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>next year</td>
<td>no plans</td>
<td>maybe go to India for Christmas?</td>
<td>winter holiday in Austria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in 5 years</td>
<td>no plans</td>
<td></td>
<td></td>
<td>summer in Barbados</td>
<td></td>
</tr>
</tbody>
</table>

2 Ask and answer with your partner about your plans for next year.

Note Make sure students ask all the questions before they decide when the people can have a holiday together.

Assessment hints Listen to your students’ ability to say verb phrases without long pauses.

At the end of the test
Thank students and say goodbye.

Follow-up
When you give students their mark, show them their Student Mark Sheet. Comment on what they did well, and explain where they need to do more practice.

Student marking guide

<table>
<thead>
<tr>
<th>Does the student ...</th>
<th>mostly</th>
<th>often</th>
<th>sometimes</th>
<th>not really</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>use a variety of activity words to talk about future plans?</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Grammar</td>
<td>use a variety of time phrases correctly?</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>use the present continuous and going to future in statements and questions correctly?</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Fluency</td>
<td>say verb phrases without long pauses?</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Global mark</th>
<th>excellent</th>
<th>very good</th>
<th>adequate</th>
<th>weak</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Total / 20

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Part 2 Question Card
My plans

Ask your partner five questions about their plans for the next month.
Example watch/TV?
Are you going to watch TV tonight?
– go/cinema?
– study/exams?
– do/homework?
– buy/expensive?
– other?

Part 2 Question Card
My plans

Ask your partner five questions about their plans for the next month.
Example watch/TV?
Are you going to watch TV tonight?
– visit/friends?
– go/concert?
– join/gym?
– cook/dinner?
– other?

Part 3 Conversation Topic Card
Talking about future plans

Jon, Marta, Paolo, and Ivan want to have a summer holiday together.

1 Talk to your partner and find out about their plans. When can they have a summer holiday?

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<th>Paolo</th>
<th>Ivan</th>
<th>You?</th>
</tr>
</thead>
<tbody>
<tr>
<td>this year</td>
<td>no plans</td>
<td>sister coming for holiday from USA</td>
<td>no plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>next year</td>
<td>March – visit sister in Chile</td>
<td>no plans</td>
<td>winter holiday in Austria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in 5 years</td>
<td>no plans</td>
<td>Jim coming for winter holiday</td>
<td>no plans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Ask and answer with your partner about your plans for next year.

<table>
<thead>
<tr>
<th></th>
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<th>Paolo</th>
<th>Ivan</th>
<th>You?</th>
</tr>
</thead>
<tbody>
<tr>
<td>this year</td>
<td>no plans</td>
<td>buy a house – no money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>next year</td>
<td>no plans</td>
<td>maybe go to India for Christmas?</td>
<td>winter holiday in Austria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in 5 years</td>
<td>no plans</td>
<td>summer in Barbados</td>
<td></td>
<td></td>
<td></td>
</tr>
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Part 3 Conversation Topic Card
Talking about future plans

Jon, Marta, Paolo, and Ivan want to have a summer holiday together.

1 Talk to your partner and find out about their plans. When can they have a summer holiday?

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<tr>
<td>this year</td>
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<td>buy a house – no money</td>
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</tr>
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</table>

2 Ask and answer with your partner about your plans for next year.
Time | 7–10 minutes (pairs), 10–13 minutes (groups of three)
--- | ---
Preparation | Tell students to look at the intentions they chose in lesson 12D exercise 9. They write 8–12 key words on the My presentation card for Part 3 of the test. They will use their notes to speak for about one minute. Stress to students that they shouldn’t learn the text by heart, as they will lose marks. They can practise saying it before the test, using their notes.

Materials | You will need:
 – One Student Mark Sheet
 – A different Question Card for each student
Your students will need:
 – My presentation (notes they prepared beforehand for Part 3)

Assessment | There are a total of 20 marks for the speaking test.
In this test, you will mainly be listening to your students’
– use of a variety of words to talk about plans and intentions;
– use of a variety of time phrases;
– use of the present continuous and going to future in statements and questions;
– ability to say verb phrases without long pauses.
Students can ask for repetition and clarification, if necessary.
The global mark (out of 4) is for you to give your students an overall mark. This is based on how well they do the three parts of the test, and their use of language they have studied so far in the course. Use the box at the end of the mark sheet to make a note of what a student says (well and not so well) to help you reach a final mark and give feedback. If your students don’t produce enough language for you to assess, or they are very difficult to understand, you can award zero on the scales.

At the beginning of the test
Greet students and ask them what they’re going to do this evening. Be friendly and make students feel at ease.

Part 1

Time | 1–2 minutes (2–3 minutes for groups of three)
--- | ---
Focus | Students answer three or four personal factual information questions.

Procedure | Choose three or four questions to ask each student. Possible questions:
 – Where are you going after the test?
 – What are you having for dinner tonight?
 – Are you busy tomorrow?
 – What are you going to do tomorrow night?
 – Are you going to take days off sick this month?
 – Are you going away for the weekend?

Part 2

Time | 2–3 minutes (3–4 minutes for groups of three)
--- | ---
Focus | Students ask each other five personal information questions.

Procedure | Give each student a different Question Card. Check students understand the activity and give them one minute to think about the questions and make notes. Tell student A to ask student B the questions. Student B asks C, and C asks A. Tell students they can ask their partner to repeat the question if they don’t understand. Encourage students to look at each other (not at you!).

Assessment hints | Tune into your students’ use of the present continuous and going to future.

Part 2 Question Card
My plans

A

Example
watch / TV?
– Are you going to watch TV tonight?
– go / cinema?
– study / exams?
– do / homework?

Part 2 Question Card
My plans

B

Example
watch / TV?
– Are you going to watch TV tonight?
– visit / friends?
– go / concert?
– join / gym?

Part 2 Question Card
My plans

C

Example
watch / TV?
– Are you going to watch TV tonight?
– visit / exciting place?
– go / restaurant?
– watch / football?

Assessment hints | Listen for the use of the present continuous and going to future in questions and answers. Focus on students’ use of time phrases.
Part 3

**Time** 4–5 minutes (5–6 minutes for groups of three)

**Focus** Students give a short presentation about their intentions for next year.

**Procedure** Give each student one minute to study their notes.

Ask each one in turn to tell their partner/group about their intentions.

Tell the other student(s) to write two questions while they listen to the presentation.

At the end of each presentation, nominate a student to ask the presenter a question about something they have said.

If you feel students have learnt their presentations, ask one or two short questions at the end of the presentation. You could use the global scale to mark students down, if necessary.

---

**Assessment hints** Listen to your students’ ability to say verb phrases without long pauses.

**At the end of the test** Thank students and say goodbye.

**Follow-up**

When you give students their mark, show them their Student Mark Sheet. Comment on what they did well, and explain where they need to do more practice.

---

**Part 3 Presentation Card**

Next year’s intentions

Look at exercise 9 on p.123.

**Key words** Write 8–12 key words.

__________________________  __________________________
__________________________  __________________________
__________________________  __________________________

**Ask a question** Write two questions to ask a partner about their intentions for next year.

1 ____________________________

2 ____________________________

---

**Student marking guide**

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<td></td>
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</table>

Total / 20
Part 2 Question Card
My plans
Ask your partner five questions about their plans for the next month.

Example: watch/TV?
Are you going to watch TV tonight?

- go/cinema?
- study/exams?
- do/homework?
- buy/expensive?
- other?

Part 2 Question Card
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Ask your partner five questions about their plans for the next month.

Example: watch/TV?
Are you going to watch TV tonight?

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- go/concert?
- join/gym?
- cook/dinner?
- other?

Part 2 Question Card
My plans
Ask your partner five questions about their plans for the next month.

Example: watch/TV?
Are you going to watch TV tonight?

- visit/exciting place?
- watch/football?
- do/homework?
- go/restaurant?
- other?

Part 3 Presentation Card
Next year’s intentions
Look at exercise 9 on p.123.

Key words Write 8–12 key words.

Ask a question Write two questions to ask a partner about their intentions for next year.

Name:

Ask a question Write two questions to ask a partner about their intentions for next year.

Name:

Ask a question Write two questions to ask a partner about their intentions for next year.

Name: