

Time	8–12 minutes (approximately)
Preparation	Check you are familiar with Part 3 of the test so you can clarify for students, if necessary.
Materials	You will need: <ul style="list-style-type: none"> – One <i>Student Mark Sheet</i> – A different <i>Student Question Card</i> for each student – A different <i>Conversation Topic Card</i> for each student
Assessment	<p>There are a total of 20 marks for the speaking test.</p> <p>In this test, you will mainly be listening to your students':</p> <ul style="list-style-type: none"> – general variety of words to complete the tasks; – accurate use of form with <i>wish</i>, <i>hope</i> and <i>be glad</i>; – pronunciation of different sounds; – appropriate use of (<i>because</i>, <i>so</i>, (<i>in order</i>) <i>to</i>). <p>Students can ask for repetition and clarification, if necessary.</p> <p>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 (<i>well</i> and <i>not so well</i>) 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.</p>

At the beginning of the test

Greet students and make them feel at ease.

Part 1

Time	2 minutes
Focus	Students answer four or five factual information questions.
Assessment hint	Tune into your students' linking of clauses for cause, result and reason (<i>because</i> , <i>so</i> , (<i>in order</i>) <i>to</i>).

Procedure Choose two or three questions to ask each student. Encourage students to give more than one reason or to explain situations in which people do these things.

Possible questions:

- *Why do people study foreign languages?*
- *Why do people keep money they find in the street?*
- *Why do people go to live in a different country?*
- *Why do people go to bed very late?*
- *Why do people go to night-school?*

- *Why do people work in a different country?*
- *Why do people copy DVDs?*
- *Why do people take flowers out of other people's gardens?*
- *Why do people save money?*

Part 2

Time	2–4 minutes
Focus	Students ask about, answer and respond to information about five personal information topics.
Assessment hint	Listen out for students' accurate use of form with <i>wish</i> , <i>hope</i> and <i>be glad</i> .

Procedure Give each student a different *Student Question Card*. Check students understand the activity and that they should give a short response to their partner's answer. 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 Hopes and wishes

A

- 1 Complete these sentence beginnings with a word or phrase.
I wish I was ...
I'm glad I'm not ...
I wish I could ...
I hope I'll never have to ...
- 2 Take turns to tell your partner about your hopes and wishes and give your reasons for each one.
- 3 Ask your partner **two** questions about their hopes and wishes.

Part 2 Question Card Hopes and wishes

B

- 1 Complete these sentence beginnings with a word or phrase.
I'm glad I've got a ...
I hope I won't meet ...
I hope I'll get ...
I wish I could travel to ...
- 2 Take turns to tell your partner about your hopes and wishes and give your reasons for each one.
- 3 Ask your partner **two** questions about their hopes and wishes.

Part 3

Time	4–6 minutes
Focus	Students tell each other about the plot of a story.
Assessment hint	Listen to students' range of vocabulary to talk about the story and how clearly they pronounce different sounds.

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.

At 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 Conversation Topic Card

A story plot

A

- Take turns to tell your partner about a story you know.
Talk about:
 - the genre
 - the setting
 - the characters
 - the plot
- Ask for more **two** more pieces of information about one of the topics.

Part 3 Conversation Topic Card

A story plot

B

- Take turns to tell your partner about a story you know.
Talk about:
 - the genre
 - the setting
 - the characters
 - the plot
- Ask for more **two** more pieces of information about one of the topics.

Student marking guide

Does the student ...	mostly	often	sometimes	not really
Vocabulary have enough vocabulary to do the tasks?	4	3	2	1
Grammar accurately use forms with <i>wish, hope</i> and <i>be glad</i> ?	4	3	2	1
Pronunciation pronounce different sounds clearly?	4	3	2	1
Coherence link clauses with (<i>because, so, (in order) to</i>).	4	3	2	1
Global mark: excellent = 4 very good = 3 adequate = 2 weak = 1				

Total / 20

Part 2 Question Card Hopes and wishes

A

- 1 Complete these sentence beginnings with a word or phrase.
I wish I was ...
I'm glad I'm not ...
I wish I could ...
I hope I'll never have to ...
- 2 Take turns to tell your partner about your hopes and wishes and give your reasons for each one.
- 3 Ask your partner **two** questions about their hopes and wishes.

Part 2 Question Card Hopes and wishes

B

- 1 Complete these sentence beginnings with a word or phrase.
I'm glad I've got a ...
I hope I won't meet ...
I hope I'll get ...
I wish I could travel to ...
- 2 Take turns to tell your partner about your hopes and wishes and give your reasons for each one.
- 3 Ask your partner **two** questions about their hopes and wishes.

Part 3 Conversation Topic Card A story plot

A

- 1 Take turns to tell your partner about a story you know. Talk about:
 - the genre
 - the setting
 - the characters
 - the plot
- 2 Ask for more **two** more pieces of information about one of the topics.

Part 3 Conversation Topic Card A story plot

B

- 1 Take turns to tell your partner about a story you know. Talk about:
 - the genre
 - the setting
 - the characters
 - the plot
- 2 Ask for more **two** more pieces of information about one of the topics.

Time	8–12 minutes (pairs), 12–15 minutes (groups of three)
Preparation	Tell students to look at exercise 14 on p.121. They need to write 8–12 key words about the plot of a story on the <i>My presentation card</i> to prepare for Part 3 of the test. They will speak for about one and a half minutes. 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: <ul style="list-style-type: none"> – One <i>Student Mark Sheet</i> – A different <i>Student Question Card</i> for each student Your students will need: <ul style="list-style-type: none"> – <i>My presentation</i> (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': <ul style="list-style-type: none"> – general variety of words to complete the tasks; – accurate use of form with <i>wish</i>, <i>hope</i> and <i>be glad</i>; – pronunciation of different sounds; – appropriate use of (<i>because</i>, <i>so</i>, (<i>in order</i>) <i>to</i>). 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 (<i>well</i> and <i>not so well</i>) 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 make them feel at ease.

Part 1

Time	2 minutes (3 minutes for groups of three)
Focus	Students ask and answer questions about five personal /factual information questions.
Assessment hint	Tune into your students' linking of clauses for cause, result and reason (<i>because</i> , <i>so</i> , (<i>in order</i>) <i>to</i>)

Procedure Choose two or three questions to ask each student. Encourage students to give more than one reason or to explain situations in which people do these things.

Possible questions:

- *Why do people study foreign languages?*
- *Why do people keep money they find in the street?*
- *Why do people go to live in a different country?*
- *Why do people go to bed very late?*
- *Why do people go to night-school?*
- *Why do people work in a different country?*
- *Why do people copy DVDs?*
- *Why do people take flowers out of other people's gardens?*
- *Why do people save money?*

Part 2

Time	2–4 minutes (3–5 minutes for groups of three)
Focus	Students ask about, answer and respond to information about five personal information topics..
Assessment hint	Listen out for students' accurate use of form with <i>wish</i> , <i>hope</i> and <i>be glad</i> .

Procedure Give each student a different *Student Question Card*. Check students understand the activity and that they should give a short response to their partner's answer. Give them one minute to think about the questions and make notes. For groups of three, 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!).

Part 2 Question Card Hopes and wishes



- 1 Complete these sentence beginnings with a word or phrase.
I wish I was ...
I'm glad I'm not ...
I wish I could ...
I hope I'll never have to ...
- 2 Take turns to tell your partner about your hopes and wishes and give your reasons for each one.
- 3 Ask your partner **two** questions about their hopes and wishes.

Part 2 Question Card Hopes and wishes

B

- Complete these sentence beginnings with a word or phrase.
I'm glad I've got a ...
I hope I won't meet ...
I hope I'll get ...
I wish I could travel to ...
- Take turns to tell your partner about your hopes and wishes and give your reasons for each one.
- Ask your partner **two** questions about their hopes and wishes.

Part 2 Question Card Hopes and wishes

C

- Complete these sentence beginnings with a word or phrase.
I hope I'll be able to ...
I'm glad I can ...
I wish I had a ...
I wish I didn't have to ...
- Take turns to tell your partner about your hopes and wishes and give your reasons for each one.
- Ask your partner **two** questions about their hopes and wishes.

Procedure Give each student one minute to study their notes. Ask each one in turn to present their story to the group. Tell the other student(s) to write two questions while they listen to the presentation(s). 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.

Name:

Part 3 My Presentation A story plot

Look at exercise 14 on p.121.

Key words Write 8–12 key words.

_____	_____	_____
_____	_____	_____
_____	_____	_____

Ask a question Write two questions to ask a partner about their presentation.

1 _____

2 _____

Part 3

Time	4–6 minutes (5–7 minutes for groups of three)
Focus	Students give a short presentation about a story.
Assessment hint	Listen to students' range of vocabulary to talk about the story and how clearly they pronounce different sounds.

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

Does the student ...	mostly	often	sometimes	not really
Vocabulary have enough vocabulary to do the tasks?	4	3	2	1
Grammar accurately use forms with <i>wish, hope and be glad</i> ?	4	3	2	1
Pronunciation pronounce different sounds clearly?	4	3	2	1
Coherence link clauses with (<i>because, so, (in order) to</i>).?	4	3	2	1
Global mark: excellent = 4 very good = 3 adequate = 2 weak = 1				
Total /20				

Part 2 Question Card Hopes and wishes

A

1 Complete these sentence beginnings with a word or phrase.

I wish I was ...
I'm glad I'm not ...
I wish I could ...
I hope I'll never have to ...

2 Take turns to tell your partner about your hopes and wishes and give your reasons for each one.

3 Ask your partner **two** questions about their hopes and wishes.

Part 2 Question Card Hopes and wishes

B

1 Complete these sentence beginnings with a word or phrase.

I hope I'll be able to ...
I'm glad I can ...
I wish I had a ...
I wish I didn't have to ...

2 Take turns to tell your partner about your hopes and wishes and give your reasons for each one.

3 Ask your partner **two** questions about their hopes and wishes.

Part 2 Question Card Hopes and wishes

C

1 Complete these sentence beginnings with a word or phrase.

I hope I'll be able to ...
I'm glad I can ...
I wish I had a ...
I wish I didn't have to ...

2 Take turns to tell your partner about your hopes and wishes and give your reasons for each one.

3 Ask your partner **two** questions about their hopes and wishes.

Part 3 My Presentation A story plot

Look at exercise 14 on p.121.

Key words Write 8–12 key words.

Name: _____

Ask a question Write two questions to ask a partner about their presentation.

1 _____

2 _____