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Speaking Tips

Tips and practice for the Speaking module of the
Oxford Test of English and **Oxford Test of English for Schools**

Contents

| | | |
|---|---|----|
| Introduction | | 3 |
| Test overview | | 4 |
| The Speaking module | | 5 |
| Tips for preparing for the Speaking module | | 6 |
| Part 1: Interview |  | 7 |
| Exercise 1 Tip: Practise answering questions 1 and 2 |  | 7 |
| Exercise 2 Tip: Listen carefully for the topic of each set |  | 8 |
| Exercise 3 |  | 8 |
| Exercise 4 | | 9 |
| Exercise 5 Tip: Give reasons for your answers |  | 9 |
| Exercise 6 |  | 10 |
| Part 2: Voicemails | | 11 |
| Exercise 1 Tip: Make sure you answer all three prompts |  | 11 |
| Exercise 2 Tip: Try to use your own words |  | 13 |
| Exercise 3 Tip: Try to expand your responses |  | 14 |
| Exercise 4 | | 14 |
| Exercise 5 Tip: Use the right level of formality |  | 15 |
| Exercise 6 |  | 16 |
| Exercise 7 | | 17 |
| Part 3: Talk |  | 18 |
| Exercise 1 Tip: Make sure you answer the question |  | 20 |
| Exercise 2 Tip: Organize your talk | | 22 |
| Exercise 3 | | 22 |
| Exercise 4 Tip: Give reasons for each point you make | | 23 |
| Exercise 5 |  | 24 |
| Exercise 6 Tip: Use your preparation time |  | 25 |
| Exercise 7 | | 26 |
| Part 4: Follow-up questions | | 27 |
| Exercise 1 Tip: Give reasons and examples |  | 27 |
| Exercise 2 | | 27 |
| Exercise 3 Tip: Use a variety of phrases | | 28 |
| Exercise 4 | | 28 |
| Exercise 5 Tip: Always try to answer a question |  | 29 |
| Exercise 6 |  | 29 |
| Speaking Tips at a glance | | 30 |
| DOs and DON'Ts for taking the Speaking module | | 32 |
| Answer Key | | 33 |
| Part 1 |  | 33 |
| Part 2 | | 34 |
| Part 3 | | 36 |
| Part 4 | | 39 |
| Speaking Tips at a glance | | 40 |
| DOs and DON'Ts for taking the Speaking module | | 40 |

Introduction

Oxford Test of English Speaking Tips is designed to help you maximize your result for the Speaking module of the Oxford Test of English and Oxford Test of English for Schools. There are four sections; one for each part of the test: Interview, Voicemails, Talk, and Follow-up questions.

Each section has advice (the 'tips') on how to answer the questions in the test, exercises to help you put the tips into practice, and sample questions with audio that you can answer.

How to use Oxford Test of English Speaking Tips

Oxford Test of English Speaking Tips is designed to be used for self-study or with a teacher in class. Before you start using the tips, it's a good idea to take the online demo. This will show you what the test looks like, and give you an opportunity to practise interacting with the system. You can access the demos here:

[Oxford Test of English demo](#)

[Oxford Test of English for Schools demo](#)

Self-study

If you are using Oxford Test of English Speaking Tips for self-study, then work your way through each tip, completing the exercises and checking your answers in the Answer Key as you go.

Classroom use

If you are a teacher using Oxford Test of English Speaking Tips with a class, you can work through each tip and exercise in order, and refer to the Answer Key for explanatory comments. Take every opportunity for students to work together and practise answering questions. Ideas to do this include students working:

- through the exercises collaboratively (e.g. in pairs)
- through the exercises alone, and then comparing answers in pairs or groups
- in pairs; one asking questions, the other answering the questions
- in teams to create questions for other teams.

Further practice

For further practice, the following books are available:



[Oxford Test of English B1 Practice Tests](#)

[Oxford Test of English B2 Practice Tests](#)

Test overview

The Oxford Test of English is for adult learners of English (aged 16 and over) at B2, B1, and A2 levels of the Common European Framework of Reference for Languages (CEFR) and is certified by the University of Oxford. It tests your ability to communicate in English in a range of educational, professional, and social settings. The test takes approximately two hours.

The Oxford Test of English is a computer-based test. It consists of four modules: Speaking, Listening, Reading, and Writing. You can take the whole test (all four modules), a single module, or any combination of the four modules. The test uses a bank of questions for each module so that during one test session, each test taker gets a different version of the test. The Listening and Reading modules are adaptive, which means that the questions get easier or more difficult depending on whether you answer them correctly or not. This allows the computer to accurately assess your level of English. The Speaking and Writing modules are marked by trained English language assessors.

The Oxford Test of English for Schools is for 12- to 16-year-olds and is identical to the Oxford Test of English, except that the topics in the test are more suited to the age group.

If you take all four modules, you will receive a certificate. If you take three modules or fewer, you will receive a module report card. The results can be used to show employers and universities your level of proficiency in English according to the CEFR levels. You can find a list of test centres where you can take the test at www.oxfordtestofenglish.com. The certificate for Oxford Test of English and Oxford Test of English for Schools is the same.

| Module | Part | No. tasks | No. items | Structure | Timing |
|------------------|--------|-----------|--------------------|--|--------------------|
| Speaking | Part 1 | 2 | 6 (+ 2 unassessed) | Interview: eight spoken questions on everyday topics | Approx. 15 minutes |
| | Part 2 | 2 | 2 | Two voicemails with spoken and written input | |
| | Part 3 | 1 | 1 | A talk on an issue or scenario, with spoken and written input and picture prompts | |
| | Part 4 | 1 | 6 | Six spoken questions related to the theme of the Part 3 talk | |
| Listening | Part 1 | 5 | 5 | Five discrete short monologues/dialogues with picture options, each with one question | Approx. 30 minutes |
| | Part 2 | 1 | 5 | A longer monologue with a note-completion task | |
| | Part 3 | 1 | 5 | A longer dialogue with a task focusing on identifying opinions | |
| | Part 4 | 5 | 5 | Five discrete short monologues/dialogues with text options, each with one question | |
| Reading | Part 1 | 6 | 6 | Six short texts from a variety of sources, each with one question | 35 minutes |
| | Part 2 | 1 | 6 | Six texts, profiling people, are matched to four descriptions OR Six items are matched to three profiles of people | |
| | Part 3 | 1 | 6 | Six extracted sentences are inserted into a longer text | |
| | Part 4 | 1 | 4 | A longer text with four questions | |
| Writing | Part 1 | 1 | 1 | Email (80–130 words) | 45 minutes |
| | Part 2 | 1 | 1 | Essay (100–160 words) OR Magazine article or Review (100–160 words) | |

The Speaking module

The Speaking module has four parts: Interview, Voicemail, Talk, and Follow-up questions, and takes approximately 15 minutes. You will hear all the questions. The audio is played only once. For the Voicemails and Talk, the questions will also appear on the screen. Your answers to the questions are recorded. The recordings will be marked by a trained assessor, so please speak clearly into the microphone. For each question, a clock shows how much time you have to answer. The Speaking module moves from one question to the next automatically. You cannot return to a question after the time runs out.

For more information about the test, make sure you check out [Oxford Test of English: A Guide for Test Takers](#).

| Part | Structure | Testing focus |
|------|---|---|
| 1 | Interview Eight questions on everyday topics Questions 1 and 2: Talk for ten seconds per question Questions 3–8: Talk for twenty seconds per question | <ul style="list-style-type: none"> responding to questions giving factual information expressing personal opinions on everyday topics |
| 2 | Voicemail Talk for forty seconds per voicemail Twenty seconds' preparation time Voicemail 1: Leave a voicemail Voicemail 2: Reply to a voicemail | <ul style="list-style-type: none"> organizing longer speech speaking formally, semi-formally or informally |
| 3 | Talk Short talk Choose two of four photos to talk about Thirty seconds' preparation time Talk for sixty seconds | <ul style="list-style-type: none"> organizing longer speech describing comparing and contrasting speculating suggesting |
| 4 | Follow-up questions Six questions on the topic of the Part 3 talk Talk for thirty seconds per question | As for Part 3 and including: <ul style="list-style-type: none"> responding to questions expressing, justifying, and responding to opinions expressing feelings agreeing and disagreeing |

During the test

You will need to wear the headphones provided during the Speaking module. You will complete an audio check before the test starts to make sure the headphones and microphone provided by the test centre are working properly. You should speak clearly at a normal level into the microphone. You can change the volume during the test. During the Speaking module, other test takers in the room will be speaking at the same time as you. There may also be some background noise, which the headphones will reduce.



Tips for preparing for the Speaking module

1 Make a plan

- Find a 'study buddy' – another English learner who you can practise with.
- Make a weekly schedule of when you will practise.

2 Make sure you know what to expect

- Take the demo so that you know what it's like to take the test on a computer.
- Do practice tests so that you get used to the different kinds of questions in the test.

3 Practise, practise, practise!

- Record yourself speaking in English. Listen to the recording and think about how you could improve what you say, e.g. using a wider range of vocabulary and grammar, correcting your mistakes, speaking more clearly.
- Use a clock to time yourself answering the questions in the Speaking Tips. Keep doing this until you are comfortable talking for the same amount of time as you will be given to answer in the actual test.
- When you practise English, sometimes you should focus on speaking fluently and not worry about making mistakes. At other times, you should focus more on using English correctly.
- Think of a lot of questions someone could ask you about yourself and write them down. Ask your 'study buddy' to ask you the questions and practise answering them.
- Learn and practise words and phrases you can use when you leave a voicemail message, e.g. *This is a message for Would it be possible to ... ?*
- Learn and practise words and phrases you can use when you discuss something, e.g. *I don't really agree with this. It seems to me that*

4 Use English whenever you can

- Always try to speak in English to your English teacher and to the other students in your English class.
- Try to find people outside school who you can practise speaking English with, e.g. relatives, friends, or tourists. Arrange to speak by telephone or over the Internet.
- Try watching films in English or with English subtitles.
- Listening to podcasts and audiobooks in English can help your speaking. Try pausing the recordings and repeating sentences or parts of sentences.









Speaking Part 1: Interview

In Speaking Part 1, you will answer eight questions. You will hear the questions, but they will not show on the screen, so you need to listen carefully.

- Questions 1 and 2 are practice questions, so they are not assessed. These questions always ask you your name and which country you are from.
- Questions 3, 4 and 5 are a set about a particular topic, and you have 20 seconds to answer each question.
- Questions 6, 7 and 8 are another set about a different topic, and you have 20 seconds to answer each question.

All the interview questions are about you and your everyday life.

Here are some examples of questions you might be asked in Part 1.

-  **1.01** 1 What's your name?
-  **1.02** 2 Which country do you come from?
-  **1.03** 3 I'm going to ask you some questions about **learning languages**. Can you describe an English lesson that you really enjoyed?
-  **1.04** 4 Tell me what you do to practise English outside the classroom.
-  **1.05** 5 What other languages apart from English would you like to learn?
-  **1.06** 6 I'm going to ask you some questions about **travel**. Can you describe a journey you make regularly?
-  **1.07** 7 Have you ever travelled to other countries?
-  **1.08** 8 Tell me about a place you would like to visit.

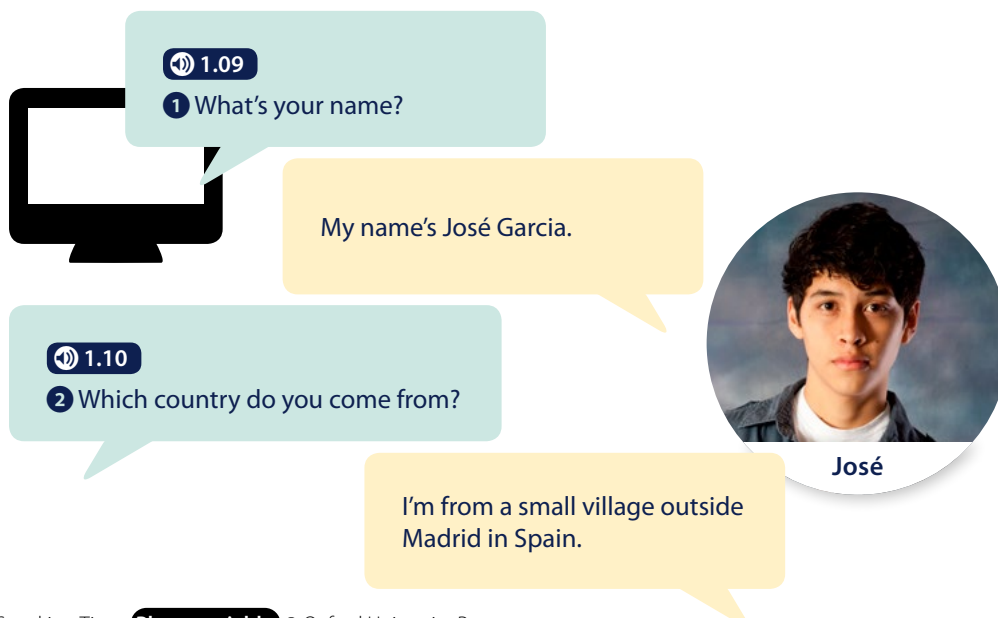



Tip: Practise answering questions 1 and 2

You will not be marked on these questions. The questions are to help you relax at the start of the test. You only have ten seconds to answer question one and ten seconds to answer question two, so you don't need to give long answers. If you practise answering these questions, they will help you feel confident.


Exercise 1

Read the Interview questions and the responses from a student, José. Then practise answering the questions yourself.



 **1.09**
1 What's your name?

My name's José Garcia.

 **1.10**
2 Which country do you come from?

I'm from a small village outside Madrid in Spain.

José












Tip: Listen carefully for the topic of each set of three questions

Each set of three questions begins with the phrase 'I'm going to ask you some questions about ...' plus the topic. For example, 'I'm going to ask you some questions about your free time.' Listen carefully for the topic for each set of questions – this will help you understand each of the three questions.

Exercise 2

Read the sets of questions below. Complete the gaps.

| | |
|---|---|
| <p>Set 1</p> <p> 1.11</p> <p> 1.12</p> <p> 1.13</p> | <p>I'm going to ask you some questions about _____.</p> <ul style="list-style-type: none"> • Can you describe something you have read that you really enjoyed? • Do you prefer reading e-books or reading real books? • What things can you do to improve your reading in English? |
| <p>Set 2</p> <p> 1.14</p> <p> 1.15</p> <p> 1.16</p> | <p>I'm going to ask you some questions about _____.</p> <ul style="list-style-type: none"> • What did you do on your last holiday? • Which would you prefer: one long holiday each year or a lot of short holidays? • Where would you like to go on holiday in the future? |
| <p>Set 3</p> <p> 1.17</p> <p> 1.18</p> <p> 1.19</p> | <p>I'm going to ask you some questions about _____.</p> <ul style="list-style-type: none"> • What do you like doing with your friends? • Tell me how you met your best friend. • When do you prefer to be with friends, and when do you prefer to be with your family? |







Check your answers with the Answer Key on p.33.

Exercise 3

The focus of each question is different. For example, 'What did you do on your last holiday?' focuses on events in the past, while 'Which would you prefer: one long holiday each year or a lot of short holidays?' focuses on preferences.

Make sure your answers to each question are different to show that you can use a range of grammar and vocabulary.

Write a set of questions for each of the following topics. Remember that the questions should all have a different focus, such as different times (past, present, future), preferences, comparing things, etc.

| | |
|---|--|
| <p>Set 1</p> <p> 1.20</p> <p> 1.21</p> <p> 1.22</p> | <p>I'm going to ask you some questions about your family.</p> <ul style="list-style-type: none"> • • • |
| <p>Set 2</p> <p> 1.23</p> <p> 1.24</p> <p> 1.25</p> | <p>I'm going to ask you some questions about sport.</p> <ul style="list-style-type: none"> • • • |

Check your answers with the Answer Key on p.33 or with the audio.

Exercise 4

Practise answering the questions in Exercise 2 and the questions you wrote in Exercise 3. Try to time yourself answering the questions.



Tip: Give reasons for your answers

When you answer a question, try to give reasons for your answer. This will help you to give longer answers which will help you show the range of your grammar and vocabulary.

Exercise 5

Read the Interview questions and the responses from a student, Basha. What could Basha do to improve her answers?



1.26
3 What do you like doing with your friends?

Sometimes at the weekend I play tennis with my friends. Also, we go shopping together. I like talking with my friends and going to the cinema.

1.27
4 Tell me how you met your best friend.

My best friend is Jim. We first met at primary school.

1.28
5 When do you prefer to be with friends, and when do you prefer to be with your family?

I prefer to be with friends at the weekend. In the week, I prefer to be with my family.

Basha

Check your answers with the Answer Key on p.33.









Exercise 6

Practise answering these questions. Remember these tips:

Tip: Practise answering questions 1 and 2

Tip: Listen carefully for the topic of each set of three questions

Tip: Give reasons for your answers

-  1.29 1 What's your name?
-  1.30 2 Which country do you come from?
-  1.31 3 I'm going to ask you some questions about festivals and celebrations. How do people celebrate birthdays in your country?
-  1.32 4 Can you describe a present someone gave you that you really liked?
-  1.33 5 Tell me about an important national holiday in your country.
-  1.34 6 I'm going to ask you some questions about your free time. Do you prefer to spend your free time alone, or do you prefer to spend your free time with other people?
-  1.35 7 Do you think you have enough free time?
-  1.36 8 What did you do last weekend?

Speaking Part 2 – Voicemails

About Speaking Part 2

In Speaking Part 2, you will do two tasks: Voicemail 1 and Voicemail 2. The tasks always include a situation and three bullet point prompts. You talk for 40 seconds. You have 20 seconds' preparation time. Here's an example of a Voicemail 1 task:

| | |
|--|---|
| <p>Situation →</p> <p>Prompt 1 →</p> <p>Prompt 2 →</p> <p>Prompt 3 →</p> | <p>You heard an interview on the radio with the organizer of a club which helps to keep your local area clean. You would like to join the club. Leave a voicemail message for the club organizer and:</p> <ul style="list-style-type: none"> • explain why you want to join the club • ask some questions about the club • say how you could help. |
|--|---|

For Voicemail 2, there is also audio input which you will only hear.

| | |
|---|---|
| <p>Situation →</p> <p>Prompt 1 →</p> <p>Prompt 2 →</p> <p>Prompt 3 →</p> <p>Audio input →</p> | <p>Listen to the message from your friend about a free course she has won as a prize. Then, leave a voicemail message for your friend. In your message you should:</p> <ul style="list-style-type: none"> • congratulate your friend • ask some questions about the course • say what you think your friend should do. <p>Now listen to the message.</p> <p><i>Hi. It's Anya here. I've won a prize in a competition. It's a three-week English course next summer, with everything paid. It sounds great, but the problem is it's at the same time as my family holiday by the seaside. I'm not sure what to do. What do you think?</i></p> |
|---|---|



Tip: Make sure you answer all three prompts in your response

Think about the situation and make sure you understand the three things you need to include in your voicemail message.

Exercise 1

Read this Oxford Test of English Voicemail 1 task and the responses from two students, Erik and Anna. As you read their responses, think about the following questions:

- 1 Which person gives a better response?
- 2 Why is it better?

2.01 You have an appointment with a dentist this afternoon but you cannot go to the appointment. Leave a voicemail message for the dentist and:

- explain who you are
- say why you cannot go to the appointment
- suggest a time for another appointment.

Good morning. I would like to speak to Dr Smith about an appointment to check my teeth. My name is Erik. I have a very bad toothache. It started two days ago and it is getting worse and worse. Please can you give me an appointment for tomorrow morning, as early as possible? Please call me back on this number. Thank you. Bye.



Hello. This is a message for my dentist, Dr Smith. My name is Anna Bandura and I have an appointment with you for this afternoon at 2.30 p.m. I'm afraid I need to cancel the appointment because I have to attend a meeting at work that I didn't know about when I arranged the appointment. I'm sorry about this. Could I have another appointment for later this week? Is Friday afternoon at four o'clock possible for you? Please call me back to let me know. Thank you.



Check your answers with the Answer Key on p.34.


Tip: Try to use your own words

When you answer a question, you should try to use your own words and avoid repeating parts of the question as much as possible. If you copy too many words from the question, you will show less of the grammar and vocabulary that you know. Sometimes you can't avoid copying individual words, but you should avoid copying phrases. For example, when you answer the following Voicemail in Exercise 2, it is fine to use the words 'bag' and 'library', but don't say 'I think I left my bag in the library', as that is too similar to the wording in the question: 'You think you left your bag in the library.'

Exercise 2

Read this Voicemail 1 task and the responses from two students, Peter and Alice. **Highlight** words in their responses which are copied from the task. Then decide which answer is better.

2.02 You recently went to a library. You think you left your bag in the library. Leave a voicemail message for the library manager and:

- explain who you are
- describe your bag and what's in it
- say what you would like the library manager to do.

Hello. My name's Peter Horvat. I was studying in the library this morning. When I got home I realised I didn't have my rucksack. It's black with yellow straps. Inside there are two notebooks with my name on. Please could you ring me on this number if anyone has found it? Thanks.



Peter

Hello. My name's Alice Cho. I recently went to your library and I think I left my bag in the library. My bag is blue and there are some books in it. I would like the library manager to keep my bag in the reception. Thank you.



Alice

Check your answers with the Answer Key on p.34.



Tip: Try to expand your responses

If your answer is short, you won't show the range of your grammar and vocabulary. Try to expand (give longer) answers to show how good your English is. For example, if one of the prompts is 'ask some questions ...', you should ask at least **two** questions. Remember that you have 40 seconds to give your response, so try to speak for as much of this time as possible.

Exercise 3

Read this Voicemail 2 task and the responses from two students, Samir and Clara. Which response is better?

2.03

Listen to the message from your friend about a free course she has won as a prize. Then, leave a voicemail message for your friend. In your message you should:

- congratulate your friend
- ask some questions about the course
- say what you think your friend should do.

Now listen to the message.

Hi. It's Anya here. I've won a prize in a competition. It's a three-week English course next summer, with everything paid. It sounds great, but the problem is it's at the same time as my family holiday by the seaside. I'm not sure what to do. What do you think?



Samir

Hi Anya. This is Samir. That's fantastic news. Congratulations! Where's the course going to be? Can you change the course dates? I think it's a brilliant opportunity, so why don't you ask your parents to change the dates of the family holiday? Then you can do both. Hope this helps. Bye.

Hi Anya. Congratulations! Where is the course going to take place? I think you should do the course. Bye.



Clara

Check your answers with the Answer Key on p.34.

Exercise 4

Improve Clara's response by expanding it.

Compare what you've written with the model answer on p.35.



Tip: Use the right level of formality

For Oxford Test of English **Voicemail 1**, you will be leaving a message from someone you have never met, or that is in a position of authority, so you will need to use neutral or formal language.

For Oxford Test of English for Schools **Voicemail 1**, you will be leaving a message for someone you know, so you will need to use neutral or informal language.

For Oxford Test of English **Voicemail 2** and Oxford Test of English for Schools **Voicemail 2**, you will be leaving a message for a friend, family member, or someone you know well, so you will need to use informal language.

Exercise 5

Read this Oxford Test of English Voicemail 1 task and the responses from two students, Irem and Roberto. Which response is better? Why?

2.04 You have booked an English study holiday in another country. However, you are now unable to go. Leave a voicemail message for the course manager and:

- give details of the study holiday you booked
- explain why you are unable to go on the study holiday
- say what you want the manager to do.

Hi. I can't make it to the study holiday I booked for next June – I've found a new job so need to do that – so I want my money back. Can you sort that out for me? Cheers!



Irem

Hello. My name's Roberto Romano. I booked an English course at your college for the first week of June. I'm afraid I can no longer come as I have a family issue I need to take care of. I understand that I am giving you enough notice for a full refund, so could you arrange this? I would appreciate it if you could call me back on this number.



Roberto

Check your answers with the Answer Key on p.35.

Exercise 6

In this exercise, you will focus on all the tips for the Voicemail tasks. Read the following Voicemail 1 task and the responses from two students, Paolo and Olivia.

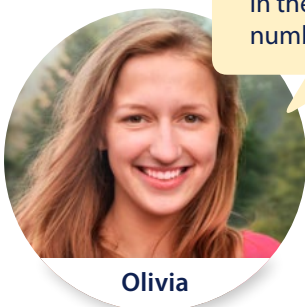
2.05 You heard an interview on the radio with the organizer of a club which helps to keep your local area clean. You would like to join the club. Leave a voicemail message for the club organizer and:

- explain why you want to join the club
- ask some questions about the club
- say how you could help.

Hi. My name's Paolo Alvarez. I heard you talking about the environment club on the radio today and I'm really interested in becoming a member. I'm a big believer in the environment and want to do what I can to protect it. You didn't mention how old you have to be to join the club. I'm only 15 – am I old enough to join? I think I could really help out by collecting litter in our local park, or planting some flowers. Let me know what you think!



Hi. It's Olivia. I heard an interview on the radio about a club which helps to keep my local area clean and I wanna join the club because I like my local area. I also wanna ask some questions about the club. How many people are there in the club and when do you meet? Give us a ring on this number and let me know. Bye.



Tick (✓) the correct box or boxes for each question.

| Which student ... ? | Paolo | Olivia |
|---|--------------------------|--------------------------|
| 1 didn't respond to all the prompts | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 didn't use their own words | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 didn't expand all their answers | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 didn't use the right level of formality | <input type="checkbox"/> | <input type="checkbox"/> |

Check your answers with the Answer Key on p.35.

Exercise 7

Rewrite Paolo and Olivia's responses and try to improve them by making sure they respond to all the prompts, expand their responses, and use their own words. Ask a teacher to check your ideas.

Paolo

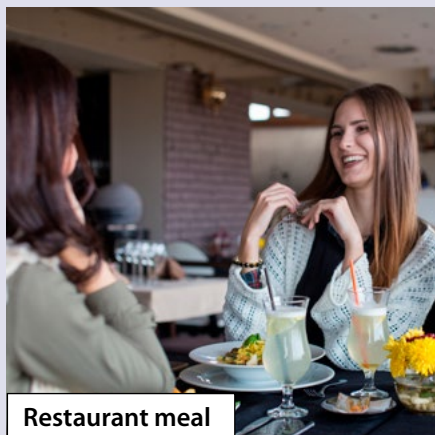
Olivia

Speaking Part 3: Talk

In Speaking Part 3, you will give a talk for **one minute**. The task will give a **situation** or an **issue** and four photographs which show different ideas. You will choose **two** photographs and talk about the ideas shown in the photographs. You have **30 seconds** to think about what you want to say before you start talking.

Here's an example of a **situation** task:

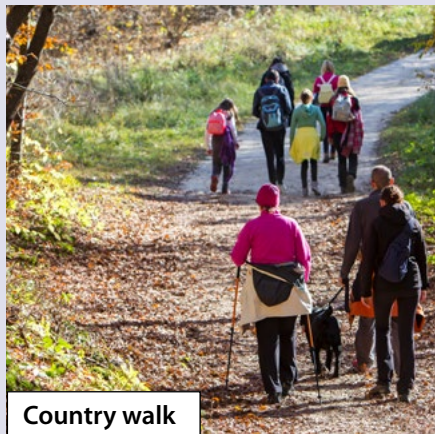
3.01 Your English school is planning to have an activity for its new students to get to know each other. The school has asked you for ideas. Choose **two** photographs. Tell your class about the advantages and disadvantages of these two activities.



Restaurant meal



Sports day



Country walk



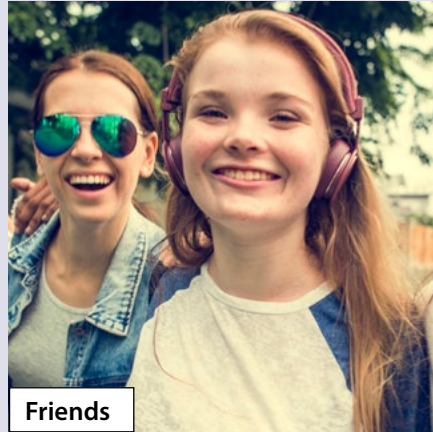
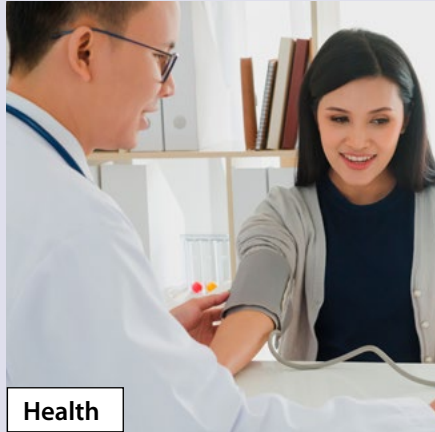
Disco

You now have 30 seconds to think about what you want to say.

Here is an example of an **issue** task:

3.02 You are going to give a talk to your English class about things that are important for a good life.

Choose **two** photographs. Tell your class why these two things are important for a good life.



You now have 30 seconds to think about what you want to say.



Tip: Make sure you answer the question

Don't just talk about the topic in general – you need to answer the question you are asked. The question is written in a way that will help you to show your ability to organize your thoughts. Don't memorize a speech before the test – this won't answer the question and you will lose marks.

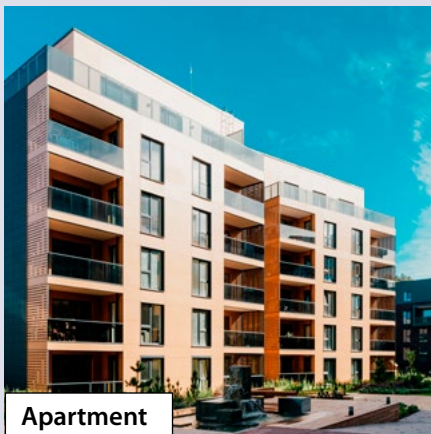
Exercise 1

Read this Talk task and the responses from two students, Juliana and Afonso. As you read the responses, think about the following questions:

- Which student gives a better response?
- Why is it better?

3.03 You are going to give a talk to your English class about different places where people live.

Choose **two** photographs. Tell your class what the advantages and disadvantages of living in these different places might be.



Apartment



Cottage



Houseboat



Motorhome

You now have 30 seconds to think about what you want to say.

Hello. I'm going to talk about the advantages and disadvantages of living in apartments and mobile homes. Nowadays, many people live in apartments because they are much cheaper than houses, and there are plenty of apartments available. On the other hand, there are a lot of problems with apartments; for example, they can be noisy as you have neighbours in all directions. Compared to apartments, motorhomes are more fun and are a great way to see the world. However, motorhomes lack things like washing machines and a proper toilet, which means they are not a realistic option for living in for the long term.



Juliana

I think cities are the best places to live in. In a city, you are usually near shops, public transport, schools, workplaces, cafes, cinemas, and other things we use. City centre apartments can be good places to live, but I prefer town houses. Actually, I live in a town house and we have plenty of room inside the house and also a nice garden. I wouldn't like to live in a country cottage. It's too far from other people. It's too quiet for me. I would stay in a motorhome on holiday, but I wouldn't like to live there normally.



Afonso

Check your answers with the Answer Key on p.36.


Tip: Organize your talk

Organizing your talk well will help to improve your mark. One way to organize your talk is to use the four-stage approach below:

Stage 1: briefly say what your talk is about

Stage 2: talk about the ideas in one of the photographs

Stage 3: talk about the ideas in another photograph

Stage 4: give a brief conclusion.

You only have **one minute** to give your talk, so don't spend too long on your introduction, or you won't have time to give the rest of the talk.

Exercise 2

Match the four stages of a talk with examples of what different students said.

Stage 1: briefly say what your talk is about Set _____

Stage 2: talk about the ideas in one of the photographs Set _____

Stage 3: talk about the ideas in another photograph Set _____

Stage 4: give a brief conclusion Set _____

Set A

- Comparing the two, I would have to say that friends are the most important thing for a good life.
- So in summary, I'd have to say that money is essential for a good life above all else.
- In conclusion, while money is without doubt important, friendship is what matters most in life.

Set B

- Just as important as money is friendship. While money can buy most things, it can't buy you real friends.
- Another important thing for a good life is friendship. A good friend will help you when you're in trouble, tell you when you're wrong, and inspire you to do better.
- The other important thing is money. Money gives you security so that you can do what you want in life.

Set C

- Today I'm going to be exploring what the ingredients for a good life are.
- Hi. I'm going to talk about why I think friends and money are the most important things for a good life.
- Hello everyone. One of the most important questions in life is 'What makes a good life?' and today I'm going to be answering that question.

Set D

- The most important thing is money. If you think something else is more important, then you've never been poor.
- Firstly, I believe that friendship is one of the most important things for a good life. Obviously friends are there to have fun with, but they are also someone you can talk to when you are in trouble or upset.
- First of all, I think money is the key to a good life. As well as providing for your basic needs, you can use money to buy yourself an education, or help your friends and family.

Check your answers with the Answer Key on p.36.

Exercise 3

Highlight phrases in each set which might be useful when you give your talk.

Check your answers with the Answer Key on p.37.



Tip: Give reasons for each point you make

When you give reasons, one way to organize what you say is to give a general statement and then give more specific details supporting the general statement.

Example:

General statement: 'I believe that friendship is one of the most important things for a good life.'

Specific details: 'Firstly, a good friend won't judge you, so you can tell them what you really think, but at the same time they will tell you if they think you're wrong, which is important. Secondly, friends are great fun, and will cheer you up when you're feeling down.'

Exercise 4

Match the general statements with the specific details.

| General | Specific 1 | Specific 2 |
|--|--|---|
| 1 For me, the most important thing for living a good life is health. | A To live in a society, we need to understand our history and our place in it. | a But once you have it, then you can afford to do other things in life, like pay for an education, look after your health and have a good time with your friends. |
| 2 The most important thing is money. If you think something else is more important, then you've never been poor. | B To live life to the full, you need to be fit and have energy. | b Perhaps more importantly, the knowledge it gives can provide you with a career. |
| 3 The most important thing for a good life is education. | C Without it, you can't do the most basic things in life; you'd have nowhere to live and nothing to eat. | c But if you're sick, then you can't do anything, and money and friendship won't help you. |

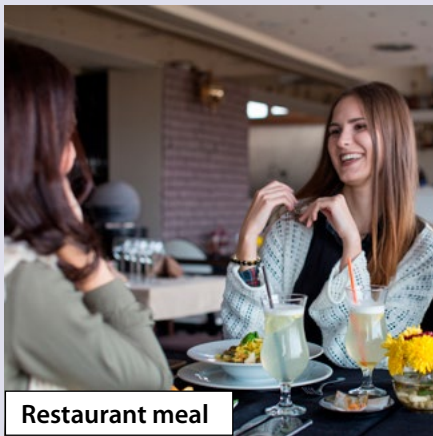
| General | Specific 1 | Specific 2 |
|---------|------------|------------|
| 1 | | |
| 2 | | |
| 3 | | |

Check your answers with the Answer Key on p.37.

Exercise 5

Read this Talk task and the responses from a student, Abbad. For the two general points Abbad makes, write some specific reasons.

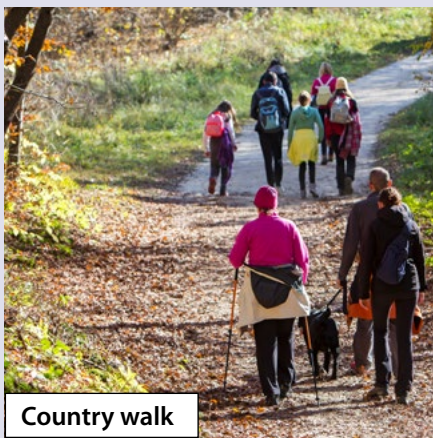
3.04 Your English school is planning to have an activity for its new students to get to know each other. The school has asked you for ideas. Choose **two** photographs. Tell your class about the advantages and disadvantages of these two activities.



Restaurant meal



Sports day



Country walk



Disco

You now have 30 seconds to think about what you want to say.

| General | Specific |
|--|----------|
| I think one thing we should seriously consider is going for a meal together in a restaurant. | |
| Another good idea would be to organize a country walk. | |

Compare your specific reasons with the ideas on p.38.



Tip: Use your preparation time

You have 30 seconds to prepare what you want to say before you start speaking. You cannot write your ideas, but do use the time to think about what you want to say. Choose the two photographs you can say the most about.

Exercise 6

Read this task and write possible advantages and disadvantages for each photograph.

3.05 Your favourite English teacher is going to leave your English school. You would like your class to do something with your teacher to help remember your time together.

Choose **two** photographs. Tell your class about the advantages and disadvantages of doing these activities to help you remember your time with your teacher.



Restaurant meal



English lesson outside



Cinema trip



Classroom party

You now have 30 seconds to think about what you want to say.

| | |
|-------------------------------|---|
| Restaurant meal | <p>Advantages: plenty of time to talk to the teacher / enjoy some good food together</p> <p>Disadvantages: could be expensive / might feel a bit formal / not everyone will be able to sit near the teacher</p> |
| English lesson outside | <p>Advantages:</p> <hr/> <hr/> <hr/> <hr/> <p>Disadvantages:</p> <hr/> <hr/> <hr/> <hr/> |
| Cinema trip | <p>Advantages:</p> <hr/> <hr/> <hr/> <hr/> <p>Disadvantages:</p> <hr/> <hr/> <hr/> <hr/> |
| Classroom party | <p>Advantages:</p> <hr/> <hr/> <hr/> <hr/> <p>Disadvantages:</p> <hr/> <hr/> <hr/> <hr/> |

Check your answers with the Answer Key on p.38.

Exercise 7

Choose two photographs from the task in Exercise 6 and practise talking for one minute using the ideas you wrote. Remember these tips:

Tip: Make sure you answer the question

Tip: Organize your talk

Tip: Give reasons for your answers

Part 4: Follow-up questions

In Speaking Part 4 you will answer **six questions** which are related to the topic of your Talk in Part 3. You have **30 seconds** to answer each question.



Tip: Give reasons and examples for your ideas and opinions

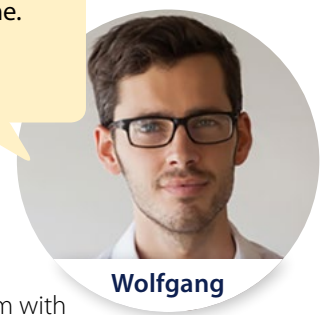
Part 4 is different from Part 1. The questions in Part 1 are personal – about you and your life. In Part 4, the first question is usually personal, but for questions 2–6 you have to give your ideas and opinions on more general questions. To make sure you answer the question fully, give **reasons and examples**.

Exercise 1

Read the Follow-up questions (1–6) and the responses from a student, Wolfgang. Match the responses (a–f) to the follow-up questions.

- 4.01** 1 Your talk was about looking after the environment. Tell me about what people you know do to look after the environment.
- 4.02** 2 Why do you think some people **don't** care about looking after the environment?
- 4.03** 3 Some people say that tourism is always bad for the environment. Do you agree?
- 4.04** 4 In some cities, people have to pay money to drive their car into the city centre. Is this a good thing?
- 4.05** 5 Some people think problems with the environment will get worse in the future. What do you think?
- 4.06** 6 If someone wanted to visit a beautiful place in the countryside in your country, what advice would you give?

- a To be honest, I don't really. Some negative things often come from it, but ...
- b There are a lot to choose from, but what I'd probably recommend is this: ...
- c I'm not sure about my friends, but my family do various things. For example, ...
- d We can't be sure what's going to happen, but I'm quite optimistic because ...
- e I'm not sure what the reason for this is, because it's important for everyone. Maybe ...
- f Yes, it could be. In fact, I know they already do this in some places and ...



Check your answers with the Answer Key on p.39.

Exercise 2

Read how Wolfgang continues his answers to three of the questions. Match them with the correct responses in Task 1.

- A it seems to me that it's an excellent way to reduce traffic problems. If it's expensive to drive into the city centre, it encourages drivers to leave their cars at home.
- B in my opinion, we know more and more about things like global warming and climate change, and more and more of us realise we have to do something about these problems.
- C we recycle a lot of things every day at home. Also, we're careful with the electricity we use. We always switch lights off when we're not using them. My mum cycles to work and my sister and I walk to school.

Check your answers with the Answer Key on p.39.



Tip: Use a variety of phrases to give your ideas and opinions

Avoid repetition by using different phrases, not just 'I think ...'

Exercise 3

Now, read the responses again and highlight words and phrases that Wolfgang uses to give opinions, and to explain his ideas and opinions.

| Questions | Responses |
|---|---|
| 1 Your talk was about looking after the environment. Tell me about what people you know do to look after the environment. | c I'm not sure about my friends but my family do various things. For example, we recycle a lot of things every day at home. Also, we're careful with the electricity we use. We always switch lights off when we're not using them. My mum cycles to work and my sister and I walk to school. |
| 2 Why do you think some people don't care about looking after the environment? | e I'm not sure what the reason for this is because it's important for everyone. Maybe ... |
| 3 Some people say that tourism is always bad for the environment. Do you agree? | a To be honest, I don't really. Some negative things often come from it but ... |
| 4 In some cities, people have to pay money to drive their car into the city centre. Is this a good thing? | f Yes, it could be. In fact, I know they already do this in some places and it seems to me that it's an excellent way to reduce traffic problems. If it's expensive to drive into the city centre, it encourages drivers to leave their cars at home. |
| 5 Some people think problems with the environment will get worse in the future. What do you think? | d We can't be sure what's going to happen but I'm quite optimistic because, in my opinion, we know more and more about things like global warming and climate change, and more and more of us realize we have to do something about these problems. |
| 6 If someone wanted to visit a beautiful place in the countryside in your country, what advice would you give? | b There are a lot to choose from but what I'd probably recommend is this: ... |

Check your answers with the Answer Key on p.39.

Exercise 4

Complete the responses to questions 2, 3 and 6 in Exercise 3 with your own ideas.

Compare your ideas with the ideas on p.39.



Tip: Always try to answer a question, even if you're not sure what to say

Don't worry too much if you're not sure what to say about one of the questions. Try your best to answer it. There are six questions in Part 4, so you will have the opportunity to answer other questions. If you really don't know what to say, you could say something like 'I'm sorry, but I don't know anything about this,' or 'I'm afraid I don't understand the question.'

Exercise 5

Look at this Part 4 question and the responses from two students, Abril and Marcus. What problem did they have?

4.07 What do you think are the advantages of living with friends?

I'm not really sure what to say about this, I live with my family.

Abril

I've never lived with my friends so I don't really know, but I imagine it could be good fun. You could have parties when you want, and make your own rules. In my case I like talking to my friends, so if I lived with them, we could chat all the time.

Marcus

Check your answers with the Answer Key on p.40.

Exercise 6

Practise answering the questions below. Remember these tips:

Tip: Give reasons and examples for your ideas and opinions

Tip: Use a variety of phrases to give your ideas and opinions

Tip: Always try to answer a question, even if you're not sure what to say

- 4.08** 1 Your talk was about remembering an important event. What events are important to remember?
- 4.09** 2 What is one of your earliest memories?
- 4.10** 3 What do you do to help you remember things?
- 4.11** 4 Is it a good idea to keep a diary about your everyday life?
- 4.12** 5 A lot of people put their photographs on social media. What do you think about this?
- 4.13** 6 Some people say that people spend too much time thinking about the past, and not enough time thinking about the future. What do you think?

Speaking Tips at a glance

Exercise 1

Here are all the tips. Match each tip with the reason.

Speaking Part 1: Interview

| Tip | Reason |
|---|--|
| 1 Practise answering question 1 and 2 ... | a because this will show off your range of language. |
| 2 Listen carefully for the topic of each set of three questions ... | b because being able to answer these questions confidently will help you feel more confident. |
| 3 Give reasons for your answers ... | c because this will help you predict what the questions will be about. |

Speaking Part 2: Voicemails

| Tip | Reason |
|---|---|
| 1 Make sure you answer all three prompts in your response ... | a because you are marked on your ability to make your language appropriate for people you know well, and people you don't know well. |
| 2 Try to use your own words ... | b because if you use a lot of words from the question, you will not show the assessor your range of language. |
| 3 Try to expand your responses ... | c because if you don't answer all parts of the question, you will not show the assessor your range of language. |
| 4 Use the right level of formality ... | d because you need to talk for long enough to show the assessor your range of language. |

Speaking Part 3: Talk

| Tip | Reason |
|--|--|
| 1 Make sure you answer the question ... | a because thinking about what you want to say before you start can help you answer the question better. |
| 2 Organize your talk ... | b because if you don't, for example if you use a prepared speech, the assessor will not give you good marks. |
| 3 Give reasons for each point you make ... | c because you are marked on your ability to organize your talk, so try to give an introduction, main points and a conclusion. |
| 4 Use your preparation time ... | d because this will show off your range of language. |

Speaking Part 4: Follow-up questions

| Tip | Reason |
|--|---|
| 1 Give reasons and examples for your ideas and opinions ... | a because you are marked on your ability to use a range of grammar and vocabulary. |
| 2 Use a variety of phrases to give your ideas and opinions ... | b because if you don't say much in the test, you will get low marks. |
| 3 Always try to answer a question, even if you're not sure what to say ... | c because doing this will help show off your range of language. |

Check your answers with the Answer Key on p.40.

DOs and DON'Ts for taking the Speaking module

Here is some advice for when you are taking the Speaking module.

Exercise 1

Complete the tips with **DO** or **DON'T**.

- 1 _____ speak clearly into the microphone.
- 2 _____ listen to the question carefully so you know what you have to talk about.
- 3 _____ leave long pauses – try to keep talking.
- 4 _____ use all the time you are given to speak in each part of the test.
- 5 _____ prepare answers or speeches because they won't answer the question you are asked.
- 6 _____ use your own words – don't copy words from the question if possible.
- 7 _____ give details, examples and reasons in your answers.
- 8 _____ worry if the test moves onto the next question before you finish answering, but do try to give a conclusion in the Talk in Part 3.
- 9 _____ try to use a wide range of language (grammar, vocabulary, phrases, etc.).
- 10 _____ worry if other people are taking the test at the same time as you. Just focus on the questions and giving your answers.

Check your answers with the Answer Key on p.40.

Answer Key

Speaking Part 1: Interview

Exercise 2







Set 1: things you read

Set 2: holidays

Set 3: friends

Exercise 3

Here are some ideas. You may have different ideas.

| | |
|--|--|
| Set 1  1.20  1.21  1.22 | I'm going to ask you some questions about your family . <ul style="list-style-type: none"> • Do you have a big family, or do you have a small family? • Tell me about what your family did last weekend. • Do you spend more time with family or with friends? |
| Set 2  1.23  1.24  1.25 | I'm going to ask you some questions about sport . <ul style="list-style-type: none"> • Do you prefer to watch sport, or do you prefer to play sport? • Tell me about the last time you did some sport. • What sports are popular in your country? |

Exercise 5

The answer to Question 3 is a sort of list and the language is quite simple. If Basha gave reasons for doing the things with friends, the language would probably have more range, e.g. 'Sometimes at the weekend I play tennis with my friends. We have more or less the same level in tennis, so we have good matches. Playing tennis helps us to keep fit. After the matches, we go to a cafe for a drink, and we relax and have a chat.'

The answer to Question 4 is short and would not take up 20 seconds. Giving more details about her best friend, and the time and place that they met would help Basha to say more, e.g. 'My best friend is Jim. We first met when we were in the same class in primary school. We were both 6 years old. Jim was always very funny. He made everyone in the class laugh and he helped make my first year in school a really enjoyable experience.'

The answer to Question 5 is short and doesn't show a range of language. Basha repeats words from the question (e.g. '... prefer to be with friends ...', '... prefer to be with (my) family') rather than using her own words. If Basha gave reasons for preferring to spend time with friends or with family, the language would probably have more range, e.g. 'I prefer to spend my weekends with my friends because we like to go shopping or, in the evening, go to the cinema or to a restaurant. But during the week I like to stay at home in the evenings because it's nice to have dinner with everyone at home.'

Speaking Part 2: Voicemails

Exercise 1

1 Anna

2 Anna answers all three prompts. She explains who she is, she says why she can't go to the appointment today, and she suggests another time for an appointment.

Erik only partly answers the question. He explains who he is, but only gives his first name; in this situation, giving both first name and last name would be better – the dentist may have more than one patient called 'Erik'. Erik also doesn't say that he already had an appointment. He doesn't respond to the second prompt to why he can't come to the appointment today. For the third prompt, he suggests a time for an appointment but he could give more information, for example the time he is available (e.g. 'Please can you give me an appointment for tomorrow morning between 9.00 and 12.00?').

Exercise 2

Peter

Hello. My name's Peter Horvat. I was studying in the library this morning. When I got home I realised I didn't have my rucksack. It's black with yellow straps. Inside there are two notebooks with my name on. Please could you ring me on this number if anyone has found it? Thanks.

Alice

Hello. My name's Alice Cho. I recently went to your library and I think I left my bag in the library. My bag is blue and there are some books in it. I would like the library manager to keep my bag in the reception. Thank you.

Both students have answered all the prompts (explain who you are; describe your bag and what's in it; say what you would like the library manager to do) but Peter has used his own words wherever possible. This shows Peter's range of grammar, vocabulary and organisation, and his ability to paraphrase.

Alice has used more words from the question. To improve her score, Alice should use her own words to show her range of grammar, vocabulary and organisation.

Exercise 3

Both students have answered all the prompts (congratulate your friend; ask some questions about the course; say what you think your friend should do).

Samir has tried to extend his answers. The first point is answered in a natural way: 'That's fantastic news. Congratulations!' He asks **two** questions: 'Where's the course going to be?' and 'Can you change the course dates?' He also says what he thinks Anya should do: 'I think it's a brilliant opportunity, so why don't you ask your parents to change the dates of the family holiday? Then you can do both.'

Clara's response is much shorter. Her response to the first prompt is just one word: 'Congratulations!' She only asks **one** question: 'Where is the course going to take place?', and she answers the last prompt with just one short sentence: 'I think you should do the course.'

Therefore, the first answer is better because Samir extends his answer and shows his range of grammar and vocabulary well.

Exercise 4

Clara

Hi Anya. Congratulations! What a fantastic prize! It is really unfortunate that it's at the same time as your family holiday, but there must be a solution. Have you checked the terms and conditions of the prize to see if you can change the dates, or could your family change the dates of their holiday? Our summer break is quite long, so there should be enough time to do both. If you have to make a choice, I suggest you go on the course because it's such a good opportunity to practise your English, have a great time, and make a lot of new friends. Let me know what you decide. Bye.

Exercise 5

Roberto gives a better answer.

Irem answers all three prompts, but the language she uses is too informal: 'Hi ... I want my money back ... Can you sort that out for me? Cheers!'

Roberto answers all three prompts and he also uses quite formal language: 'I'm afraid I can no longer come ... could you arrange this? ... I would appreciate it if you could ...'

Exercise 6

- 1 Paolo and Olivia. Paolo only asked one question for the second prompt, but the prompt says 'ask some questions', so Paolo should ask at least two questions. Olivia did not give a response to the third prompt (say how you could help).
- 2 Olivia. She repeats a lot of the highlighted words from the question: 'I heard an interview on the radio about a club which helps to keep my local area clean and I want to join the club. I also want to ask some questions about the club.'
- 3 Olivia. She gives a very short answer for the first prompt. Although she says why she wants to join the club ('because I like my local area'), she needs to explain more about this. Compare this to Paolo, who responds to the first prompt well by giving more information: 'I'm a big believer in the environment and want to do what I can to protect it.'
Paolo expands all his responses. For the first prompt (explain why you want to join the club), Paolo says 'I'm a big believer in the environment and want to do what I can to protect it.' For the second prompt, (ask some questions about the club) Paolo says 'You didn't mention how old you have to be to join the club. I'm only 15 – am I old enough to join?' For the third prompt, Paolo says 'I think I could really help out by collecting litter in our local park, or planting some flowers.'
- 4 Olivia. Paolo and Olivia do not know the person they are calling (the organizer of the club), so their responses should not be informal. However, Olivia uses informal language such as 'wanna' (for 'want to') and 'Give us a ring' (instead of 'Please call me').

Speaking Part 3: Talk

Exercise 1

Juliana answers the question well by choosing two photographs (apartments and motorhomes) and talks about the advantages and disadvantages of living in each of them:

[*advantages of apartments*] Hello. I'm going to talk about the advantages and disadvantages of living in apartments and motorhomes. Nowadays, many people live in apartments because they are much cheaper than houses, and there are plenty of apartments available.

[*disadvantages of apartments*] On the other hand, there are a lot of problems with apartments; for example, they can be noisy as you have neighbours in all directions.

[*advantages of motorhomes*] Compared to apartments, motorhomes are more fun and are a great way to see the world.

[*disadvantages of motorhomes*] However, motorhomes lack things like washing machines and a proper toilet, which means they are not a realistic option for living in for the long term.

By discussing advantages and disadvantages, Juliana gives herself the opportunity to show a good range of language, e.g. 'plenty ... available', 'On the other hand', 'great way to see the world', and 'not a realistic option for living in for the long term.'

Afonso does not answer the question well. He talks about three of the photos instead of choosing only two. He doesn't talk directly about the advantages and disadvantages of the different places to live. He says what he prefers and would or wouldn't like to do. As a result, the language he uses is more limited than the language used by Juliana.

Exercise 2

Stage 1: Set C

Stage 2: Set D

Stage 3: Set B

Stage 4: Set A

Exercise 3

| | |
|----------------|---|
| Stage 1 | <ul style="list-style-type: none"> • Today I'm going to be exploring what the ingredients for a good life are. • Hi. I'm going to talk about why I think friends and money are the most important things for a good life. • Hello everyone. One of the most important questions in life is 'What makes a good life?' and today I'm going to be answering that question. |
| Stage 2 | <ul style="list-style-type: none"> • The most important thing is money. If you think something else is more important, then you've never been poor. • Firstly, I believe that friendship is one of the most important things for a good life. Obviously friends are there to have fun with, but they are also someone you can talk to when you are in trouble or upset. • First of all, I think money is the key to a good life. As well as providing for your basic needs, you can use money to buy yourself an education, or help your friends and family. |
| Stage 3 | <ul style="list-style-type: none"> • Just as important as money is friendship. While money can buy most things, it can't buy you real friends. • Another important thing for a good life is friendship. A good friend will help you when you're in trouble, tell you when you're wrong, and inspire you to do better. • The other important thing is money. Money gives you security so that you can do what you want in life. |
| Stage 4 | <ul style="list-style-type: none"> • Comparing the two, I would have to say that friends are the most important thing for a good life. • So in summary, I'd have to say that money is essential for a good life above all else. • In conclusion, while money is without doubt important, friendship is what matters most in life. |

Exercise 4

| General | Specific 1 | Specific 2 |
|---------|------------|------------|
| 1 | B | c |
| 2 | C | a |
| 3 | A | b |

Exercise 5

Here are some ideas. You may have different ideas.

| General | Specific |
|--|---|
| I think one thing we should seriously consider is going for a meal together in a restaurant. | It's true that this is one of the more expensive options, and it might be tricky finding a restaurant that does food that everyone likes. But going to a restaurant will give us plenty of time to talk and get to know each other, and lots of opportunities for selfies! |
| Another good idea would be to organize a country walk. | What makes this a good idea is that everyone can get to talk to everyone else during the walk. It's a great way to find out about each other's countries, likes and dislikes, and things like that. Of course, it's very dependent on the weather, so if the weather was bad, you'd need to do something else, like go to the restaurant. |

Exercise 6

Here are some ideas. You may have different ideas.

| General | Specific |
|------------------------|---|
| Restaurant meal | Advantages: plenty of time to talk to the teacher / enjoy some good food together Disadvantages: could be expensive / might feel a bit formal / not everyone will be able to sit near the teacher |
| English lesson outside | Advantages: everyone will be able to come Disadvantages: if the weather was bad we would have to cancel it / some students might not want to use a class for this purpose |
| Cinema trip | Advantages: going to the cinema can be fun Disadvantages: you have to sit in silence, so you can't talk |
| Classroom party | Advantages: plenty of time to talk to the teacher / lots of opportunities to take photos together / nice and informal / everyone will be able to come Disadvantages: noise might disturb other classes / there might not be enough time to tidy up after the party before the next class |

Speaking Part 4: Follow-up questions

Exercise 1–4

| Questions | Responses | Continuation |
|---|---|---|
| 1 Your talk was about looking after the environment. Tell me about what people you know do to look after the environment. | c I'm not sure about my friends, but my family do various things. For example ... | C we recycle a lot of things every day at home. Also, we're careful with the electricity we use. We always switch lights off when we're not using them. My mum cycles to work and my sister and I walk to school. |
| 2 Why do you think some people don't care about looking after the environment? | e I'm not sure what the reason for this is because it's important for everyone. Maybe ... | they are not aware how important this issue is. |
| 3 Some people say that tourism is always bad for the environment. Do you agree? | a To be honest, I don't really. Some negative things often come from it but ... | it can also encourage communities to protect the environment to encourage more tourism. |
| 4 In some cities, people have to pay money to drive their car into the city centre. Is this a good thing? | f Yes, it could be. In fact, I know they already do this in some places and ... | A it seems to me that it's an excellent way to reduce traffic problems. If it's expensive to drive into the city centre, it encourages drivers to leave their cars at home. |
| 5 Some people think problems with the environment will get worse in the future. What do you think? | d We can't be sure what's going to happen but I'm quite optimistic because ... | B in my opinion, we know more and more about things like global warming and climate change, and more and more of us realise we have to do something about these problems. |
| 6 If someone wanted to visit a beautiful place in the countryside in your country, what advice would you give? | b There are a lot to choose from but what I'd probably recommend is this: ... | visiting the beautiful hiking trails in the forests in the south of the country. |

Exercise 5

Neither Abril nor Marcus have had any experience of living with friends. However, Marcus used the opportunity to show his language skills by saying what he imagined the advantages might be.

Speaking Tips at a glance

Exercise 1

Speaking Part 1: Interview

1 b 2 c 3 a

Speaking Part 2: Voicemails

1 c 2 b 3 d 4 a

Speaking Part 3: Talk

1 b 2 c 3 d 4 a

Speaking Part 4: Follow-up questions

1 a 2 c 3 b

DOs and DON'Ts for taking the Speaking module

Exercise 1

- 1 DO speak clearly into the microphone.
- 2 DO listen to the question carefully so you know what you have to talk about.
- 3 DON'T leave long pauses – try to keep talking.
- 4 DO use all the time you are given to speak in each part of the test.
- 5 DON'T prepare answers or speeches because they won't answer the question you are asked.
- 6 DO use your own words – don't copy words from the question if possible.
- 7 DO give details, examples and reasons in your answers.
- 8 DON'T worry if the test moves onto the next question before you finish answering, but do try to give a conclusion in the Talk in Part 3.
- 9 DO try to use a wide range of language (grammar, vocabulary, phrases, etc.).
- 10 DON'T worry if other people are taking the test at the same time as you. Just focus on the questions and giving your answers.

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