

IELTS Speaking Test Materials

January - August 2024

Part One	Part Two/Three
Frame number	Task number
1 The house/apartment you're living in now	LM01 A person who you think is good at making visitors to his or her home feel welcome
2 Work/Study	LM02 A time when you found something that someone had lost
3 Home	LM03 A place you like to go to relax
4 Playing video games	LM04 An occasion when you heard someone complaining in public
5 Advertising and adverts	LM05 A useful object in your home that you would find it difficult to live without
6 Remembering to do things	LM06 An unusual holiday you went on
7 Famous people in the news	LM07 A job you would not like to do
8 Cakes and other sweet things	LM08 A time when a map was very useful to you
9 Social media	LM09 A person you know who works well in a team
10 Crowded places	LM10 An activity you enjoy doing outside
11 Sunglasses	LM11 A time when you went to a street market to buy something
12 Singing	LM12 A skill you enjoyed learning as a teenager
13 Different stages in life	LM13 An important journey you made where there was a delay
14 Feeling bored	LM14 A new public facility that has improved an area you know
15 Colours	LM15 A time in your life when you were very busy
16 Money and paying for things	LM16 Something you do regularly that helps you work or study
17 Chatting with friends	LM17 A time when other people near you were making a lot of noise
18 Music	LM18 A goal you have wanted to achieve for a long time
19 Robots	LM19 An activity that you really enjoyed doing at primary school
20 Clothes	LM20 A time when you helped someone to solve a problem
21 Running	LM21 A person you know who likes to talk a lot
22 Fish and fishing	LM22 A time when you had to wear a uniform
23 Films	LM23 A film you saw that you felt strongly about
24 Studying geography	LM24 A time when you had to do something very quickly
25 Tea and coffee	LM25 An interesting conversation you had with a very old person
26 Presents	LM26 A person from another country who has learned to speak your language very well
27 Loud noise	
28 Helping people	
29 Maps	

	LM27 A painting or drawing you enjoy looking at
	LM28 A time when something happened that changed your life in a good way
	LM29 A city which you think is beautiful
	LM30 A rule at work or school that you think is important
	LM31 A time when you went to a party that you enjoyed
	LM32 Someone you studied with who is successful in their life
	LM33 An area of science that you are interested in
	LM34 A problem you had using a computer
	LM35 A person you know who enjoys cooking for other people
	LM36 A time when you enjoyed visiting a park or a garden
	LM37 An advertisement you have seen that you think is good
	LM38 A person who you think has interesting ideas and opinions
	LM39 A time when you gave advice to somebody
	LM40 Something difficult you did in your work or studies that made you feel very proud of yourself
	LM41 A time when you did an exciting activity with other people
	LM42 A successful sportsperson that you admire
	LM43 A time when you received bad service
	LM44 The part of your country that you find most interesting
	LM45 A person you know about who runs a successful business
	LM46 A time when you felt tired after doing an activity
	LM47 An occasion when you had to wait a long time for something nice to happen
	LM48 An interesting person who you have never met, but would like to know more about
	LM49 A period in history which has always interested you
	LM50 A photo you have kept that makes you feel happy

At the start of each test, record the following:

This Speaking test is being recorded so I will read out some information now.

This is the Speaking test for the International English Language Testing System conducted on (day/month/year) ... at (centre name, centre number) ...

The candidate is ... , candidate number ... , [chaperoned by IELTS staff member ...] and the examiner is (examiner's first and last name, examiner number) ...

PART1 Introduction and interview (4-5 minutes)

Introductory Frame

(Examiner)

Good morning/afternoon/evening.

I'm/My name is (examiner's first and last name)...

Can you tell me your full name, please?

Thank you. And what shall I call you? (if necessary)

And can you tell me where you're from? (if appropriate)

Can I see your identification, please?

Thank you, that's fine.

Now, in this first part, I'd like to ask you some questions about yourself.

(Examiner to ask questions from EITHER Frame 1 OR Frame 2)

Frame 1 (The house/apartment you're living in now)

Let's talk about the house or apartment you're living in now

- How long have you lived in the house or apartment you're living in now? [Why?]
- What do you like about .../this house/this apartment? [Why?]
- In the future, what kind of home would you like to live in? [Why?]

Frame 2 (Work/Study)

Let's talk about what you do. Do you work or are you a student?

(Work)

- What work do you do?
- How easy is it to get this kind of work in .../your country?
- How important is it to you to have work that you love doing? [Why/Why not?]

(Study)

- What subject do you study?
- How popular is .../this subject in .../your country? [Why/Why not?]
- How important is it to you to study a subject that you love? [Why/Why not?]

Frame 3 (home)

Let's talk about the place you come from.

- Do you come from a city, town or village?
- What do you like about .../your home city/town/village?
- Is .../your home city/town/village a good place for young people?

(Examiner to choose **TWO** further frames from frames 3-15)

Frame 4 (Playing video games)

Let's talk about playing video games

- Have you ever played a video game? [Why/Why not?]
- Do you think some people spend too much time playing video games? [Why/Whynot?]
- Are you interested in watching other people play video games? [Why/Why not?]
- Would you prefer to play a video game on your own or with others? [Why/Why not?]

Frame 5 (Advertising and adverts)

Let's talk about advertising and adverts/commercials.

- Do you enjoy watching adverts/commercials on TV or the internet? [Why/Why not?]
- Would you like to work in advertising? [Why/Why not?]
- Is there an advert/commercial that you really remember from when you were younger? [What/Why?]
- Do you notice advertising in public places [e.g. on trains, in the street]? [Why/Whynot?]

Frame 6 (Remembering to do things)

Let's talk about remembering to do things.

- What do you need to remember to do every day? [Why?]
- Is it easy for you to remember to do things? [Why/Why not?]
- What do you do to help you remember to do things? [Why/Why not?]
- Have you ever forgotten to do something important? [Why?]

Frame 7 (Famous people in the news)

Let's talk about famous people in the news

- Which famous people from .../your country are often in the news? [Why?]
- Do you enjoy hearing news about famous people? [Why/Why not?]
- Do you believe everything you read about famous people? [Why/Why not?]
- Would you like to be famous and in the news? [Why/Why not?]

Frame 8 (Cakes and other sweet things)

Let's talk about cakes and other sweet things

- Did you enjoy cakes and sweet things when you were a child? [Why/Why not?]
- Have you ever made a cake yourself? [Why/Why not?]
- When do people in your culture eat special cakes or sweet things? [Why/Why not?]
- How often do you have something sweet at the end of a meal? [Why/Why not?]

Frame 9 (Social media)

Let's talk about social media, for example Instagram, WhatsApp, WeChat

- Do most of your friends and family use social media? [Why/Why not?]
- When did you start using social media? [Why/Why not?]
- Do you spend too much time using social media? [Why/Why not?]
- Do you think people in .../your country find social media useful? [Why/Why not?]

Frame 10 (Crowded places)

Let's talk about crowded places - that is, places where there are a lot of people.

- Are there many crowded places where you live? [Where/Why?]
- Do people in .../your country often celebrate as part of a crowd [e.g. at New Year]? [Why/Why not?]
- When was the last time you were in a crowded place? [Why?]
- Would you prefer to have a holiday/vacation in a crowded place, or a quiet place? [Why?]

Frame 11 (Sunglasses)

Let's talk about sunglasses

- How often do you wear sunglasses? [Why/Why not?]
- Have you ever lost any sunglasses? [Why/Why not?]
- Would you spend a lot of money on sunglasses? [Why/Why not?]
- Would you buy sunglasses for someone else? [Why/Why not?]

Frame 12 (Singing)

Let's talk about singing.

- Do you enjoy singing songs? [Why/Why not?]
- Which singers do you enjoy listening to? [Why/Why not?]
- Did you learn to sing any songs when you were a child? [Why/Why not?]
- Do people in .../your country often sing songs? [Why/Why not?]

Frame 13 (Different stages in life)

Let's talk about different stages in life.

- What did you enjoy most about your childhood?
- What's the best thing about being the age you are now? [Why?]
- What do you hope you'll be doing in five years' time? [Why?]
- How can people remember all the different stages in their lives? [Why/Why not?]

Frame 14 (Feeling bored)

Let's talk about feeling bored.

- Do you often feel bored? [Why/Why not?]
- Do you get bored more often now than when you were younger? [Why/Why not?]
- What sort of things do you find most boring? [Why?]
- What do you do to stop yourself feeling bored? [Why?]

Frame 15 (Colours)

Let's talk about colours.

- What colours do you like most? [Why/Why not?]
- What colour would you choose if you were buying a new car? [Why/Why not?]
- Is colour important to you when you buy clothes? [Why/Why not?]
- Do any colours have a special meaning in .../your country? [Why/Why not?]

Frame 16 (Money and paying for things)

Let's talk about money and paying for things.

- Do you generally prefer to spend money or save money? [Why?]
- How often do you use a credit card to pay for things? [Why/Why not?]
- How do you feel about using a phone app to pay for things? [Why/Why not?]
- Will you use cash more often in the future? [Why/Why not?]

Frame 17 (Chatting with friends)

Let's talk about chatting with friends.

- Do you often chat with your friends? [Why/Why not?]
- Which do you prefer: chatting with your friends face-to-face or on social media? [Why/Why not?]
- Which is more enjoyable: chatting with a group of friends or chatting with just one friend? [Why/Why not?]
- Have you and your friends ever disagreed when chatting with each other? [Why/Why not?]

Frame 18 (Music)

Let's talk about music.

- Do you know how to play any musical instruments? [Why/Why not?]
- Do you think it is easy to learn to play a musical instrument? [Why/Why not?]
- Did/do you learn much about music at school? [Why/Why not?]
- Do you think all children should have music lessons at school? [Why/Why not?]

Frame 19 (Robots)

Let's talk about robots.

- How interested are you in robots? [Why/Why not?]
- When you were a child, did you enjoy films/movies with robots in them? [Why/Why not?]
- Would you like to have a robot to help you at home? [Why/Why not?]
- Would you feel happy travelling in a car with a robot driver? [Why/Why not?]

Frame 20 (Clothes)

Let's talk about clothes.

- Which do you prefer: comfortable clothes or smart clothes? [Why?]
- Do you spend a long time deciding what to wear every day? [Why/Why not?]
- When you were a child, were you allowed to choose your own clothes? [What/Why?]
- What do you do with your clothes when you no longer use them? [Why?]

Frame 21 (Running)

Let's talk about running

- Did you do much running when you were a child? [Why/Why not?]
- When was the last time you ran anywhere? [Why?]
- How do you feel about running as exercise? [Why?]
- Are there any good places for running near where you live? [Why/Why not?]

Frame 22 (Fish and fishing)

Let's talk about fish and fishing.

- Have you ever visited a place where you saw lots of fish? [Why/Why not?]
- Would you ever watch a TV programme or film/movie about fish? [Why/Why not?]
- Is fishing popular in .../your country? [Why/Why not?]
- How do you feel about eating fish? [Why?]

Frame 23 (Films)

Let's talk about films/movies.

- What's your favourite kind of film/movie? [Why?]
- Did you go to the cinema/movies a lot when you were a child? [Why/Why not?]
- Do you think watching films/movies is a good way to spend time with friends? [Why? Why not?]
- Would you like to make a film/movie yourself one day? [Why/Why not?]
-

Frame 24 (Studying geography)

Let's talk about studying geography [eg. different countries, the land, the sea]

- Did/do you enjoy studying geography at school? [Why/Why not?]
- Is what you learned in geography very useful to you now? [Why/Why not?]
- Are you interested in finding out [more] about the geography of other countries? [Why/Why not?]
- Would you like to be a geography teacher? [Why/Why not?]

Frame 25 (Tea and coffee)

Let's talk about tea and coffee.

- Is it common to drink tea and coffee in .../your country? [Why/Why not?]
- Do you ever go out to drink tea or coffee? [Why/Why not?]
- When was the last time you drank tea or coffee? [Why?]
- Would you offer a visitor to your home tea or coffee? [Why/Why not?]

Frame 26 (Presents)

Let's talk about presents/gifts.

- Have you ever received a really good present/gift? [What was it?]
- Are you good at choosing presents/gifts for other people? [Why/Why not?]
- What sort of present/gift would you buy for a friend? [Why/Why not?]
- Have you ever given someone a present/gift that you made yourself? [Why/Why not?]

Frame 27 (Loud noise)

Let's talk about loud noise

- What loud noise can you hear where you live? [Why/Why not?]
- Would you like to live in a less noisy place? [Why/Why not?]
- Do you enjoy listening to loud music? [Why/Why not?]
- Do you think it's all right for people to make a lot of noise in public places? Why/Why not?]

Frame 28 (Helping people)

Now let's talk about helping people, for example your friends or neighbours.

- What kind of help do you give to other people? [Why/Why not?]
- Did your family encourage you to be helpful when you were younger? [Why/Why not?]
- Do you enjoy helping people? [Why/Why not?]
- When was the last time someone helped you? [How?]
-

Frame 29 (Maps)

Let's talk about maps

- How often do you use a map on your phone? [Why/Why not?]
- Would you ever use a paper map? [Why/Why not?]
- Do you generally find it easy to read maps? [Why/Why not?]
- Would you ever put a map on the wall in your home? [Why/Why not?]

LM01 A person who you think is good at making visitors to his or her home feel welcome

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a person who you think is good at making visitors to his or her home feel welcome.

You should say:

who this person is

how you know him/her

how the one (she or he) makes visitors feel welcome

and explain why you think this person is good at making visitors to his/her home feel welcome.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Do all your friends or family members know.../this person?

Do you enjoy having visitors to your home?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a person who you think is good at making visitors to his/her home feel welcome, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ..

- Having visitors at home**

- (consider) why people sometimes offer food when visitors come to their home
- (evaluate) how important making a visitor feel welcome is in .../your culture
- (explain) how common it is for people in .../your country to invite visitors to their home [e.g. relatives, friends]

- Welcoming tourists**

- (agree/disagree) it is more important for countries to welcome tourists now than it was in the past
- (comment on) the view that tourists can feel more welcome in rural areas than in cities
- (suggest) ways cities can be more welcoming to tourists

LM02 A time when you found something that someone had lost

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a time when you found something that someone had lost

You should say:

what you found

where and when you found it

what you did with this thing

and explain how you felt about finding this thing.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Did you tell anyone else about finding .../this thing?

Do you ever lose things?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a time when you found something that someone had lost, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- Collecting things from the past**

- (agree/disagree) museums are the best places to put collections of objects from the past
- (suggest) why some people like to collect things from the past
- (consider) where people can find things from the past to collect

- Finding things**

- (consider) why some people find things more easily than other people
- (identify) the kinds of things that people often find
- (suggest) what parents should teach children to do when they find things

LM03 A place you like to go to relax

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe A place you like to go to relax

You should say:

where you like to go to relax

when you usually go to this place

what you do when you are there

and explain why you like to go to this place to relax.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Have you been to .../this place recently?

Do many other people go to.../this place to relax?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a place you like to go to relax, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- Places people go to relax**

- (identify)** where people often go to relax after school or work in .../your country
- (evaluate)** whether there are enough places to relax in most towns and cities
- (assess)** why some places are better than other places for relaxing

- Ways of relaxing**

- (consider)** whether the best way to relax is to do physical exercise
- (agree/disagree)** people cannot relax properly while using the internet
- (assess)** whether it's possible to relax these days without spending a lot of money

LM04 An occasion when you heard someone complaining in public

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe an occasion when you heard someone complaining in public (e.g. a customer in a restaurant or shop/store).

You should say:

who the person was

what he/she was unhappy about

what happened as a result of the complaint

and explain how you felt when you heard this person complaining in public.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Did you tell anyone about .../this?

Do you ever complain about things?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about an occasion when you heard someone complaining in public, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Complaining about things**
 - (suggest) why some people complain more than others
 - (describe) the kinds of things that people often complain about
 - (consider) whether it is better to complain face to face or in writing
- **Businesses and customer complaints**
 - (agree/disagree) businesses are not very good at dealing with customer complaints
 - (assess) how important it is for businesses to give their staff training on how to respond to customer complaints
 - (evaluate) whether businesses should offer dissatisfied customers financial compensation

LM05 A useful object in your home that you would find it difficult to live without

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a useful object in your home that you would find it difficult to live without.

You should say:

what the object is for

how long you have had the object

when you normally use it

and explain why you would find it difficult to live without this object.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Do other people like .../this object?

Will you buy another one if .../this object breaks?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a useful object in your home that you would find it difficult to live without, and I'd like to discuss with you one or two more general questions related to this.
Let's consider first of all ...

- Equipment in the home**

- (identify) equipment in the home that people use most frequently
- (consider) whether people sometimes have too much equipment in their homes.
- (agree/disagree) cheap equipment can be better than more expensive equipment

- Technology in the workplace**

- (identify) some benefits of using technology in the workplace [e.g. laptops, security cameras]
- (explain) why some employees might not like the introduction of new technology
- (agree/disagree) the introduction of new technology in the workplace can lead to a loss of skills

LM06 An unusual holiday you went on

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe an unusual holiday/vacation you went on.

You should say:

where and when you went on this holiday/vacation

who you went with

what you did during this holiday/vacation

and explain why this holiday/vacation you went on was unusual.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Would you like to .../take this kind of holiday/vacation again?

Do you think other people would like .../this kind of holiday/vacation?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about an unusual holiday/vacation you went on, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Holidays/vacations in your country**

- (describe) the most popular places in .../our country for holidays/vacations
- (consider) whether people in.../your country have enough holiday/vacation time
- (assess) how important tourism is to .../your country

- **Reasons for taking holidays/vacations in other countries**

- (consider) whether holidays/vacations abroad are a good way to get to know another culture
- (compare) why young people take holidays/vacations abroad with why older people do
- (agree/disagree) people should get to know their own country before exploring others

LM07 A job you would not like to do

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a job you would not like to do.

You should say:

what the job is

how you know about this job

how easy or difficult the job is

and explain why you would not like to do this job.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Do you know anyone who does this job?

Do you think many people feel the same about .../this job?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a job you would not like to do, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Jobs for young people**

- (identify) jobs that young people in .../your country want to do
- (suggest) which is more important to most young people: an interesting job or a job that pays a high salary
- (comment on) how usual it is for young people to move to another city to find a job

- **How jobs are changing**

- (agree/disagree) jobs in the past required more physical effort than today's jobs
- (consider) how robots and technology are changing people's jobs
- (suggest) whether people will work more or less in the future

LM08 A time when a map was very useful to you

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a time when a map was very useful to you.

You should say:

when this was

where you got the map

how easy it was to use

and explain why this map was very useful to you.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Do you often use maps?

Are you generally good at finding your way in a new place?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a time when a map was very useful to you, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- Maps**

- (consider) whether everyone should learn how to read maps
- (assess) whether most people prefer using a paper map, or a map on a phone
- (agree/disagree) navigation systems in cars are always a good thing

- Getting lost**

- (suggest) why some cities are easier to get lost in than other cities
- (describe) how people might feel if they get lost
- (give reasons) why some people don't ask for help when they are lost

LM09 A person you know who works well in a team

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a person you know who works well in a team (e.g. at school, at work or in the community).

You should say:

who this person is

what kind of team he/she is in

what this person does in the team

and explain why you think this person works well in the team.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Do other people think .../this person works well in a team?

Is .../this person still .../in this team?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a person you know who works well in a team, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Being part of a team**
 - (identify) the advantages of being part of a team
 - (give reasons) why some people do not enjoy being in a team
 - (agree/disagree) young children learn better when they work in teams at school
- **Team leaders**
 - (describe) the qualities of a good team leader
 - (suggest) what happens if a team does not have a good leader
 - (agree/disagree) anyone can learn to become a good team leader

LM10 An activity you enjoy doing outside

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe an activity you enjoy doing outside.

You should say:

what this activity is

when and where you do this activity

who you do it with

and explain why you enjoy doing this activity outside.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Do your friends also enjoy .../doing this activity?

Do you generally enjoy being outside?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about an activity you enjoy doing outside, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

● **Spending time outdoors**

- (identify) types of activities people enjoy doing outdoors in .../your country
- (agree/disagree) people today spend more time outdoors than they did in the past
- (predict) whether young people will spend more time outdoors in the future

● **People and nature**

- (suggest) ways that people can enjoy nature at different times of year
- (assess) how important it is for people to spend time in nature
- (consider) whether towns and cities should provide more green spaces for the public

LM11 A time when you went to a street market to buy something

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a time when you went to a street market to buy something.

You should say:

where the street market was

why you chose to go to the street market

what you bought from the street market

and explain how you felt about the experience of going to the street market.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Have you been back to .../this street market?

Do you enjoy shopping in street markets?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a time when you went to a street market to buy something, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- Shopping habits**

- (identify) the most popular kinds of places to shop in .../your country
- (suggest) why some people prefer small shops/stores to large department stores
- (compare) going shopping with other people and going shopping alone

- Getting value for money**

- (agree/disagree) special offers in shops/stores and markets are not always good value for money
- (consider) why some shoppers are willing to pay high prices for designer brands
- (account for) the growth of online shopping

LM12 A skill you enjoyed learning as a teenager

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a skill you enjoyed learning as a teenager.

You should say:

what you learned to do

how you learned to do this skill

why you learned to do it

and explain why you enjoyed learning this skill as a teenager.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Did your friends also learn to .../do this?

Do you generally enjoy learning to do new things?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a skill you enjoyed learning as a teenager, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Learning at different ages**

- (identify) the things children should learn to do when they are very young
- (consider) whether children and adults learn in different ways
- (suggest) what children and older people can learn from each other

- **Ways of learning**

- (suggest) the best way of learning a practical skill
- (compare) learning to do something alone and learning from a teacher
- (agree/disagree) people learn best by making mistakes

LM13 An important journey you made where there was a delay

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe an important journey you made where there was a delay.

You should say:

where you were going

why the journey was important

what caused the delay

and explain what happened as a result of this delay.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Have you made this journey again?

Did the delay cause problems for other people?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about an important journey you made where there was a delay, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Travel in your country**

- (outline) how people prefer to travel in .../your country

- (identify) the most common problems people have travelling in .../your country

- (suggest) how transport in .../your country could be improved

- **Travel past, present and future**

- (suggest) how travel in the past was sometimes more comfortable than it is today

- (describe) environmental problems that are caused by modern ways of travelling

- (predict) what changes to travel you expect to see in your lifetime

LM14 A new public facility that has improved an area you know

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a new public facility that has improved an area you know (eg. a park, a cinema/movie theatre, a sports centre).

You should say:

what the new facility is

where and when the facility was built

what people can do there

and explain how the new facility has improved the area.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Do other people think .../this facility has improved the area?

Do you often go to public facilities like this?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a new public facility that has improved an area you know, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- Public facilities**

- (identify) the kinds of public facilities that many people use where you live
- (consider) whether younger and older people use the same kinds of public facilities
- (agree/disagree) new public facilities are always better than old ones

- Facilities in towns and cities**

- (give reasons) why towns and cities need good facilities for the public
- (account for) why some facilities are not used much by local people
- (suggest) how public facilities help to bring local people together

LM15 A time in your life when you were very busy

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a time in your life when you were very busy.

You should say:

when this busy time in your life was

why you were so busy

what you had to do

and explain how you felt about being so busy

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Have you told other people about .../this time in your life?

Are you often very busy?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a time in your life when you were very busy, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Having busy lives**

- (identify) things that make people's lives busy nowadays
- (suggest) why some people feel their lives are busier now than in the past
- (speculate on) whether people will be more or less busy in the future

- **Time management**

- (outline) what busy people can do to help themselves organise their time well
- (agree/disagree) technology always makes it easier for people to manage their time
- (suggest) why some people choose to do things at a slow pace

LM16 Something you do regularly that helps you work or study

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe something you do regularly that helps you work or study.

You should say:

what you do

where and when you do this

how you feel when you do this

and explain why doing this helps you work or study.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Do you think you will continue to .../do this?

Do other people you work/study with do something similar?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about something you do regularly that helps you work/study, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

● **Personal routine**

- (identify) things people do every day as part of their personal routine
- (consider) whether it is necessary for young children to have a routine
- (evaluate) the importance of routine in people's leisure time

● **Routine in the workplace**

- (explain) why routines are essential in some jobs
- (assess) whether regular breaks from routine are necessary at work
- (suggest) why having a job with a fixed routine suits some people more than others

LM17 A time when other people near you were making a lot of noise

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a time when other people near you were making a lot of noise.

You should say:

where you were

who was making a lot of noise

what the people were doing

and explain how you felt about these people making a lot of noise near you.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Have you told your friends about .../what happened?

Do you sometimes make a lot of noise?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a time when other people near you were making a lot of noise, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Noise in public**

- (outline) the types of public place where there should be no noise
- (agree/disagree) young children shouldn't be allowed in places where everyone has to be quiet
- (explain) why crowds often become very noisy in public places

- **Behaving well in public**

- (consider) whether it is important for people to behave well in public
- (suggest) why some people behave better in public than other people
- (comment on) whether adults should speak up if other people's children aren't behaving well in public

LM18 A goal you have wanted to achieve for a long time

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a goal you have wanted to achieve for a long time.

You should say:

what your goal is

how long you have wanted to achieve this goal

what you need to do to achieve it

and explain why you have wanted to achieve this goal for a long time.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Have you told anyone about wanting to .../achieve this goal?

Do your friends have similar goals?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a goal you have wanted to achieve for a long time, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Young people's goals**

- (identify) the kinds of goals that young people often have
- (suggest) how schools can help young people to achieve their goals
- (agree/disagree) it is always important for young people to have goals

- **Preparing for the future**

- (outline) what people can do, to prepare for their life in the future
- (agree/disagree) it's essential to ask for advice from other people, when preparing for the future
- (consider) how easy it is to achieve a balance between preparing for the future and enjoying life in the present

LM19 An activity that you really enjoyed doing at primary school

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe an activity that you really enjoyed doing at primary/elementary school.

You should say:

what the activity was

how often you did this activity

who you did it with

and explain why you really enjoyed doing the activity at primary/elementary school.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Would you like to .../do this activity again?

Do you remember many things you did at primary/elementary school?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about an activity that you really enjoyed doing at primary/elementary school, and I'd like to discuss with you one or two more general questions related to this.
Let's consider first of all ...

- **Activities children enjoy**

- (describe) activities children enjoy doing in .../your country
- (compare) activities children enjoy at school with activities they enjoy at home-
- (agree/disagree) technology has changed the types of activities that children enjoy

- **Enjoying being with other people**

- (assess) why most people enjoy spending time with other people
- (consider) whether it is difficult nowadays to find time to spend with friends and family
- (agree/disagree) doing things alone can be more enjoyable than doing things with other people

LM20 A time when you helped someone to solve a problem

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a time when you helped someone to solve a problem.

You should say:

who you helped

what problem he/she had

how you helped him/her to solve the problem

and explain how you felt about helping this person to solve the problem.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Did you tell anyone about/this?

Do you often help people?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a time when you helped someone to solve a problem, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Helping friends and family**

- (identify) the types of housework children can help their parents with
- (agree/disagree) parents should avoid helping children with their schoolwork
- (consider) whether it is easier to help a friend than to help a stranger

- **Being kind**

- (agree/disagree) parents need to teach their children to be kind and help others
- (evaluate) whether it is ever possible to be too kind
- (assess) how important kindness is, compared to other personal qualities [e.g. intelligence, imagination]

LM21 A person you know who likes to talk a lot

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a person you know who likes to talk a lot.

You should say:

who this person is

how you know this person

what this person likes to talk about

and explain how you feel when this person talks a lot

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Have you told other people about .../this person?

Do you generally talk a lot?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a person you know who likes to talk a lot, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Children and talking**

- (suggest) reasons why some children talk more than other children
- (consider) why parents should encourage children to express their opinions
- (identify) situations where children have to learn not to talk

- **Talking and communication skills**

- (identify) the kinds of jobs that involve talking to groups of people
- (suggest) the skills that people need, to give good presentations
- (assess) the advantages of being a good communicator nowadays

LM22 A time when you had to wear a uniform

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a time when you had to wear a uniform (e.g. for school, work or sport).

You should say:

when and where you had to wear the uniform

who paid for the uniform

what the uniform looked like

and explain how you felt about having to wear the uniform.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Did your friends feel the same way about wearing a uniform?

Do you still have this uniform?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a time when you had to wear a uniform, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Uniforms at school**

- (explain) whether many children in .../your country wear a uniform at school

- I- (assess) the benefits of wearing a school uniform

- (suggest) why some children do not like wearing a school uniform

- **Uniforms at work**

- (give reasons) why employees in some jobs have to wear a uniform

- (consider) the disadvantages of wearing a uniform at work

- (agree/disagree) wearing a uniform encourages a stronger sense of loyalty to a company

LM23 A film you saw that you felt strongly about

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a film/movie you saw that you felt strongly about.

You should say:

when and where you saw the film/movie

why you decided to see the film/movie

what it was about

and explain why you felt strongly about this film/movie

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Do other people you know feel the same way about .../this film/movie?

Do you often feel strongly about films/movies?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a film/movie you saw that you felt strongly about, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Watching films/movies**

- (identify) the kinds of films/movies that young people like to watch
- (consider) whether watching a film/movie is the best way to spend time with friends
- (assess) whether it's better for people to watch films/movies from their own countries or from other Countries

- **Going to the cinema/movies**

- (agree/disagree) it's more enjoyable to watch films/movies at the cinema/movie theatre than at home
- (consider) whether watching films/movies at the cinema/movie theatre has become less popular in recent years
- (comment on) the view that cinemas/movie theatres might need to change in order to survive

LM24 A time when you had to do something very quickly

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a time when you had to do something very quickly

You should say:

what you had to do

why you had to do this thing very quickly

how difficult or easy it was to do

and explain how you felt about having to do this thing very quickly.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Did you tell anyone about .../having to do this?

Do you usually like to do things quickly?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a time when you had to do something very quickly, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

Doing things quickly or slowly

- (identify) the kinds of things people usually do quickly
- (agree/disagree) it's always good to spend a long time eating a meal
- (give reasons) why some people choose to make a long journey by bus or train rather than by plane

Making decisions quickly

- (explain) why people sometimes need to make important decisions quickly
- (consider) the advantages of being able to make decisions quickly
- (assess) to what extent first impressions of people turn out to be right

LM25 An interesting conversation you had with a very old person

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe an interesting conversation you had with a very old person.

You should say:

who this very old person is

when and where you had the conversation

what the conversation was about

and explain why your conversation with this very old person was interesting

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Did you tell anyone about .../this conversation?

Do you know many very old people?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about an interesting conversation you had with a very old person, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **People of different ages**

- (suggest) what younger people can learn from older people
- (identify) the advantages of living with people of different ages
- (agree/disagree) older people can do some jobs better than younger people

- **Getting older**

- (identify) the best age for people to stop working and retire
- (comment on) the view that old age should not stop people from being active and adventurous
- (consider) whether it would be a good thing if scientists found a way to stop people getting old

LM26 A person from another country who has learned to speak your language very well

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidate booklet, open at task card).

I'd like you to describe a person from another country who has learned to speak your language very well.

Describe a person from another country who has learned to speak your language very well.

You should say:

who this person is

which country he/she is from

how he/she learned your language

and explain why you think this person speaks your language so well.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Do you think it was easy for .../this person to learn your language?

Have you seen .../this person recently?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a person from another country who has learned to speak your language very well, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ..

● Learning languages as a child

- (identify) languages children in .../your country learn at school
- (suggest) how teachers can make language learning more fun for children
- (agree/disagree) young children find it easier to learn new languages than adults do

● Being a good language learner

- (recommend) some good ways for adults to learn another language
- (consider) whether technology has made language learning easier than it was in the past
- (evaluate) whether being a good language learner depends more on a person's attitude, than on their natural ability

LM27 A painting or drawing you enjoy looking at

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidate booklet, open at task card).

Describe a painting or drawing you enjoy looking at.

You should say:

when and where you first saw the painting/drawing

what the painting/drawing shows

what you know about the person who painted/drew it

and explain why you enjoy looking at this painting/drawing.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Do other people you know like.../this painting/drawing?

Do you often look at .../paintings/drawings?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a .../painting/drawing you enjoy looking at, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Art and education**

- (identify) the types of things children often enjoy painting or drawing
- (agree/disagree) it is important for children to learn to paint and draw at school
- (suggest) what young people can learn from looking at works of art

- **Art in daily life**

- (give reasons) why the choice of art and decoration in a home is important for some people
- (agree/disagree) the architecture in a town can have a big influence on how people feel
- (consider) whether governments should spend a lot of money on art in public places [e.g. sculptures in parks]

LM28 A time when something happened that changed your life in a good way

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidate booklet, open at task card).

Describe a time when something happened that changed your life in a good way.

You should say:

what happened

when and where it happened

how you felt about it at the time

and explain how this changed your life in a good way.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Did you tell other people about.../this?

Do you generally like change?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a time when something happened that changed your life in a good way, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Changes in childhood**

- (outline) the difficulties children can have when they change schools
- (agree/disagree) children like having changes in their daily lives
- (consider) at what age a child really becomes an adult

- Dealing with change**

- (suggest) positive ways for people to prepare for big changes in their lives [e.g. moving house, getting married, having children]
- (consider) how changing jobs can be positive for people
- (agree/disagree) in general, change helps people to develop in new ways

LM29 A city which you think is beautiful

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidate booklet, open at task card).

Describe a city which you think is beautiful.

You should say:

where the city is

how you know about it

what this city is famous for

and explain why you think this city is beautiful.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Will you visit .../this city (again)?

Do other people you know like .../this city?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a city which you think is beautiful, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Historic towns and cities**

- (identify) reasons why tourists often visit historic towns and cities
- (suggest) why it can be difficult to look after historic towns and cities
- (agree/disagree) governments should protect historic towns and cities

- **Modern towns and cities**

- (suggest) reasons why so many modern towns and cities have tall buildings
- (agree/disagree) modern towns and cities all look the same
- (speculate on) ways towns and cities may change in the future

LM30 A rule at work or school that you think is important

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidate booklet, open at task card).

Describe a rule at work or school that you think is important.

You should say:

what the rule is

how you found out about this rule

what happens if people break it

and explain why you think this rule at work/school is important.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Do other people you know think .../this rule is important?

Do you think.../this rule will ever be changed?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a rule at work/school that you think is important, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

● Rules at home

- (identify) the rules children usually follow at home in .../your country [e.g. removing shoes, how to behave at meal times]
- (agree/disagree) it is normal for children to want to break the rules at home
- (consider) whether children should help to decide what the rules are at home

● Rules of behaviour in public

- (identify) the rules people should follow when travelling on public transport [e.g. talking quietly on a phone]
- (consider) whether there are too many notices with rules on them in public places
- (assess) whether people who behave badly in public should be fined

LM31 A time when you went to a party that you enjoyed

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a time when you went to a party that you enjoyed.

You should say:

when and where the party was

what/who the party was for

what people did at the party

and explain why you enjoyed the party.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Did you tell other people about .../this party?

Do you often go to parties?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a time when you went to a party that you enjoyed, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Parties**

- (identify) reasons why people have parties in/your country
- (compare) having a party in a person's home and having a party in a public place
- (consider) whether it's always necessary to have music and dancing at a party

- **People's attitudes towards parties**

- (give reasons) why some people don't like going to parties
- (suggest) what people can do if their neighbours have noisy parties
- (assess) whether a person's idea of a good party changes as they get older

LM32 Someone you studied with who is successful in their life

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe someone you studied with who is successful in their life.

You should say:

who this person is

where and when you studied together

how this person became successful

and explain why you think this person is successful in their life.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Do other people think .../this person is successful?

Do you know many successful people?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about someone you studied with who is successful in their life, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

● Succeeding at school

- (identify) what students need to do to succeed at school
- (assess) how easy it is for students to succeed at school nowadays
- (agree/disagree) succeeding at school is the most important thing for a young person

● Being successful in life

- (explain) why some people think money is the best way to measure success
- (consider) whether it is harder for people today to be successful than it was in the past
- (agree/disagree) a person needs to fail first in order to be successful

LM33 An area of science that you are interested in

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe an area of science that you are interested in (e.g. biology, robots).

You should say:

what area of science this is

when and where you first heard about this area of science

how you get more information about it now

and explain why you are interested in this area of science.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Have you told anyone that you are interested in .../this area of science?

Do you always read the latest news about .../this area of science?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about an area of science that you are interested in, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Studying science at school**

- (identify) the most important areas of science that children should study at school [e.g. biology, robots]
- (suggest) why some children don't enjoy studying science at school
- (agree/disagree) children should continue studying science until they leave school

- **Scientists**

- (describe) the skills or qualities that a good scientist needs to have
- (consider) whether it's important for scientists to spend time explaining their work to the public
- (assess) how much influence scientists have on the opinions of the general public

LM34 A problem you had using a computer

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a problem you had using a computer.

You should say:

what the problem was

when and where you had this problem

how the problem was solved

and explain how you felt when you had this problem.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Did you tell other people about .../this problem?

Do you often have problems using computers?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a problem you had using a computer, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Using new equipment**

- (identify) ways that people learn how to use new equipment [e.g. a new smart phone or camera]
- (suggest) why people often have problems learning how to use new equipment
- (agree/disagree) the newest model of a smartphone is often no better than earlier models

- **Technology and young people**

- (give reasons) why many young people spend a lot of time looking at screens [e.g. smart phones]
- (suggest) whether parents should limit their children's screen time
- (comment on) whether relying on technology prevents children from learning skills [e.g. spelling, simple calculations]

LM35 A person you know who enjoys cooking for other people

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a person you know who enjoys cooking for other people.

You should say:

who this person is

what he/she enjoys cooking

which people he/she usually cooks for

and explain why you think this person enjoys cooking for other people.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Do your friends/family know .../this person?

Do you enjoy cooking for others?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a person you know who enjoys cooking for other people, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

● **Cooking food**

- (consider) whether children should learn to cook at school
- (identify) dishes that people often make when they're learning to cook
- (compare) how people cook today with how people cooked in the past

● **Food and celebrations**

- (suggest) why food is often included as a part of celebrations
- (agree/disagree) food is the most important part of any celebration
- (comment on) the view that too much money is spent on food for celebrations

LM36 A time when you enjoyed visiting a park or a garden

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a time when you enjoyed visiting a park or a garden.

You should say:

where the park or garden was

when and why you visited the park or garden

what the park or garden looked like

and explain why you enjoyed visiting this park or garden.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Did you tell anyone about visiting .../this park/garden?

Do you often visit parks or gardens?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a time when you enjoyed visiting a park/garden, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Parks in cities**

- (outline) the benefits of having parks in cities
- (assess) how popular parks are with different age groups
- (agree/disagree) people who live in cities should help to keep parks tidy

- **Growing flowers and vegetables**

- (comment on) the benefits of growing flowers as a hobby
- (suggest) reasons why some people choose to grow vegetables rather than flowers
- (speculate on) whether more people will grow their own vegetables in future

LM37 An advertisement you have seen that you think is good

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe an advertisement you have seen that you think is good.

You should say:

what the advertisement is for

when and where you saw the advertisement

what it shows

and explain why you think this advertisement is good.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Have you told other people about .../this advertisement?

Do you often think advertisements are good?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about an advertisement you have seen that you think is good, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Buying things**

- (identify) the kinds of things people enjoy buying
- (suggest) why some people want to buy so many new things
- (consider) whether people should only buy things that they really need

- **Online advertisements**

- (consider) why many people do not like online advertisements [e.g. pop-up advertisements]
- (comment on) the view that online advertisements can be entertaining
- (agree/disagree) online advertisements aimed at children should be banned

LM38 A person who you think has interesting ideas and opinions

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a person who you think has interesting ideas and opinions.

You should say:

who this person is

how you know this person

what some of his/her ideas and opinions are

and explain why you think this person's ideas and opinions are interesting.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Do other people find .../this person interesting?

Do you enjoy reading books with interesting ideas and opinions?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a person who you think has interesting ideas and opinions , and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Developing ideas and opinions**

- (consider) at what age children start to have their own ideas and opinions
- (agree/disagree) children will always have similar ideas and opinions to their parents
- (suggest) how teachers can help children to develop their ideas and opinions

- **Well-known people with ideas and opinions**

- (identify) someone whose ideas and opinions are widely respected in .../your country
- (assess) how useful it is to watch TV programmes where well-known people discuss ideas and opinions
- (agree/disagree) people should spend more time reading about the ideas of well-known thinkers of the past

LM39 A time when you gave advice to somebody

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a time when you gave advice to somebody.

You should say:

who you gave advice to

what the advice was

what the person did with this advice

and explain whether you feel you gave this person the right advice.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Do you often give people advice?

Are you happy to receive advice from other people?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a time when you gave advice to somebody, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Advice from family and friends**

- (outline) the kind of advice that parents give young children
- (consider) whether parents should advise teenage children on choosing friends
- (assess) whether people should only give advice to a friend if he or she asks for help

- **Advice from professionals**

- (suggest) some skills that professional people [e.g. doctors] need when they give advice
- (comment on) whether teachers are the best people to give students advice about jobs
- (explain) why sports stars often need professional coaches to help them succeed

LM40 Something difficult you did in your work or studies that made you feel very proud of yourself

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe something difficult you did in your work or studies that made you feel very proud of yourself.

You should say:

what you did

why you did this

how difficult it was to do

and explain why you felt so proud of yourself for doing this difficult thing in your work/studies

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Did you tell other people about .../what you did?

Do you often feel proud of things you do?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about something difficult you did in your work/studies that made you feel very proud of yourself, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

● Feeling proud

- (identify) things people feel proud of in their lives
- (agree/disagree) people feel most proud when they have done something very difficult
- (describe) the kind of jobs that make people feel very proud of what they do

● Dealing with difficulties at work

- (consider) what personal qualities help someone to deal with difficulties at work
- (evaluate) whether work is the biggest cause of stress for most people
- (identify) what makes some people more difficult to work with than others

LM41 A time when you did an exciting activity with other people

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a time when you did an exciting activity with other people.

You should say:

what the activity was and who you did it with

where you did this activity

why you did this activity

and explain how you felt about doing this exciting activity with other people.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Do you know many people who .../do this activity?

Do you often do exciting things?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a time when you did an exciting activity with other people, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Doing exciting activities**

- (identify) some exciting activities young people like to do in .../your country
- (explain) why people choose to do exciting activities, like extreme sports
- (consider) whether people shouldn't do an exciting activity if it is dangerous

- **Trying new things**

- (outline) how people benefit from trying new things
- (agree/disagree) as people get older, they are less willing to try new things
- (suggest) why some people avoid trying new things

LM42 A successful sports person that you admire

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a successful sportsperson that you admire.

You should say:

who this person is

what he/she has achieved in sport

what you know about his/her life

and explain why you admire this sportsperson.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Do you have many sports heroes?

Would you like to be a sports champion?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a successful sportsperson that you admire, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

Achievement in sport

- (identify) which sports .../your country is very good at
- (outline) the qualities needed to be a top sportsperson
- (compare) winning in a team sport and winning in an individual sport

Children and sports

- (consider) whether children should have sports lessons at school
- (assess) the importance of identifying sporting talent when children are young
- (agree/disagree) adults should not put pressure on children to become sportschampions

LM43 A time when you received bad service

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a time when you received bad service, for example in a shop/store or restaurant.

You should say:

where and when you received bad service

who gave you this bad service

what was wrong with the service

and explain how you felt when you received this bad service.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Did you tell your friends about the bad service?

Do you often receive bad service?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a time when you received bad service, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Dealing with bad service**

- (identify) examples of bad service that people often receive
- (suggest) what people can do if they receive bad service in a shop/store
- (consider) why some people do not complain about bad service

- **Providing good service**

- (identify) jobs where providing good service is especially important
- (consider) what employers can do to make sure service is good
- (agree/disagree) providing good staff training always leads to good customer service

LM44 The part of your country that you find most interesting

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe the part of your country that you find most interesting.

You should say:

where this part of your country is

how you know about this part of the country

what people can see and do there

and explain why you find this part of your country most interesting.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Do you often travel to other parts of .../your country?

Do you like finding out about new places?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about the part of .../your country that you find most interesting, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- Interesting places to live**

- (identify) what makes a place interesting for people to live in
- (consider) whether places that are good to live in are also interesting places to visit
- (agree/disagree) large cities are more interesting to live in than small towns

- Differences within a country**

- (outline) ways in which parts of the same country can be different from each other.
- (consider) whether people in the countryside are different from people in the city
- (comment on) whether competition [e.g. sport, commerce] between different regions of the same country is a good thing

LM45 A person you know about who runs a successful business

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a person you know about who runs a successful business.

You should say:

how you know about this person

what kind of business he/she runs

how long the business has been running

and explain why you think the business is successful

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Have you talked to anyone about .../this business?

Would you like to run your own business?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about about a person you know about who runs a successful business, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Family businesses**

- (identify) the types of businesses that families often run in .../your country
- (suggest) advantages and disadvantages of working in a family business
- (agree/disagree) customers often trust family businesses more than large companies

- **Company employees**

- (identify) personal qualities that companies look for when hiring new employees
- (explain) why companies might be more successful if their employees are happy at work
- (consider) how much responsibility companies should take for their employees' well-being

LM46 A time when you felt tired after doing an activity

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a time when you felt tired after doing an activity.

You should say:

what activity you did

when and where you did this activity

why you did the activity

and explain why you felt tired after doing this activity.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Did you tell other people about .../this activity?

Have you .../done this activity again?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a time when you felt tired after doing an activity, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- Being tired**

- (identify) the kinds of things that often make people feel tired
- (compare) being tired after studying, and being tired after playing sport
- (suggest) whether people today feel more tired than people felt in the past

- Free time**

- (assess) whether people have enough free time nowadays
- (agree/disagree) people who work very hard can forget how to have fun
- (suggest) how people can balance their work responsibilities and their need for free time

LM47 An occasion when you had to wait a long time for something nice to happen

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe an occasion when you had to wait a long time for something nice to happen.

You should say:

what nice thing you were waiting for

why you had to wait

how long you had to wait

and explain how you felt when this nice thing finally happened.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Did you tell anyone about .../this?

Do you usually find it difficult to wait for things?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about an occasion when you had to wait a long time for something nice to happen, but I would like to know more about, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- Waiting in everyday life**

- (describe) everyday situations when people often have to wait
- (suggest) the best way to pass the time when waiting in everyday life
- (agree/disagree) people are happy to wait for things in everyday life

- Attitudes to waiting**

- (suggest) reasons why children often have more difficulty waiting than adults
- (consider) whether people appreciate things more when they've had to wait for them
- (agree/disagree) technology has had a positive effect on people's attitudes towards waiting

LM48 An interesting person who you have never met, but would like to know more about

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe an interesting person who you have never met, but would like to know more about.

You should say:

who this person is

how you heard about this person

what interesting things he/she has done

and explain why you'd like to know more about this person.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Have you told your family/friends about .../this person?

Do you think you will ever meet .../this person?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about an interesting person who you have never met, but would like to know more about, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

● Meeting new people

- (identify) different ways of meeting new people
- (suggest) how to help a new person feel comfortable at school/work
- (agree/disagree) it is possible to judge people's character by the way they dress

● Social relationships

- (suggest) why some find it easier to be friends with people than others
- (consider) whether people living in crowded cities might ever feel lonely
- (predict) how advances in technology will affect social relationships

LM49 A period in history which has always interested you

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a period in history which has always interested you.

You should say:

when this period in history was

what happened during this period

how you first heard about this period in history

and explain why this period in history has always interested you.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Is it easy to find information about this period in history?

Do other people find this period in history interesting?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a period in history which has always interested you, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

● Interest in history

- (identify) the kinds of historical places that are interesting to visit
- (consider) why people are interested in watching films/movies about history
- (agree/disagree) it is generally older people who are interested in history

● Studying history

- (agree/disagree) children spend too much time studying history
- (consider) the value of museums as a way of studying history
- (evaluate) the advantages and disadvantages of using technology to study history

LM50 A photo you have kept that makes you feel happy

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe a photo you have kept that makes you feel happy.

You should say:

when and where the photo was taken

what the photo shows

how often you look at it

and explain why this photo makes you feel happy

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Have you shown this photo to your friends/family?

Do you keep many photos?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about a photo you have kept that makes you feel happy, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

- **Taking and sharing photos**

- (identify) the kinds of things people like to take photos of
- (agree/disagree) people take too many photos nowadays
- (suggest) reasons why people often share their photos on social media

- **Professional photography**

- (consider) what the attractions of photography as a career are
- (agree/disagree) professional photographers are more important now than in the past
- (identify) problems professional photographers might cause for people in the public eye

LM04 An occasion when you heard someone complaining in public

PART 2 Individual long turn (3-4 minutes)

Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes.

Before you talk, you'll have one minute to think about what you're going to say.

You can make some notes if you wish. Do you understand?

Here's some paper and a pencil for making notes (hand over blank paper and a pencil) and here's your topic. Please don't write anything on the booklet (hand over Part 2 Candidatebooklet, open at task card).

Describe an occasion when you heard someone complaining in public (e.g. a customer in a restaurant or shop/store).

You should say:

who the person was

what he/she was unhappy about

what happened as a result of the complaint

and explain how you felt when you heard this person complaining in public.

(At the end of the candidate's long turn, you may choose to ask one, both or neither of the rounding-off questions, as appropriate.)

Did you tell anyone about .../this?

Do you ever complain about things?

Thank you. Can I have the booklet and the paper and pencil back, please?

PART 3 Two-way discussion (4-5 minutes)

Examiner: We've been talking about an occasion when you heard someone complaining in public, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all ...

● Complaining about things

- (suggest) why some people complain more than others
- (describe) the kinds of things that people often complain about
- (consider) whether it is better to complain face to face or in writing

● Businesses and customer complaints

- (agree/disagree) businesses are not very good at dealing with customer complaints
- (assess) how important it is for businesses to give their staff training on how to respond to customer complaints
- (evaluate) whether businesses should offer dissatisfied customers financial compensation