

## Diagnostic Speaking Test

### Student A

You and Student B are going to talk about your favourite famous person. Think of your favourite film star and answer Student B's questions. If Student B hasn't got any questions, help him/her with some extra information.

Then change roles. You try to guess Student B's famous person, who is a music star. Ask Student B:

- where he/she comes from
- what the star looks like
- why he/she likes this star
- what his/her favourite song is and why
- what else he/she knows about the star's life

Who is Student B's favourite music star?

You can use these expressions:

Where does ... come from?

What does ... look like? Why do you like...?

**A** Is it a man or a woman?

### Student B

You and Student A are going to talk about your favourite famous person. Try to guess who the famous person is. Guess Student A's favourite film star. Ask:

- where he/she comes from
- what the star looks like
- why he/she likes this star
- what his/her favourite film is (with this star) and why
- what else he/she knows about the star's life

Who is Student A's favourite film star?

Now think of your favourite music star and answer Student A's questions. If Student A hasn't got any questions, help him/her with some extra information.

You can use these expressions:

Where does ... come from?

What does ... look like? Why do you like...?

**A** Is it a man or a woman?

## Reinforcement

### Speaking Test 1

#### Student A

Complete the table about yourself. Then talk with your partner. Complete the table for your partner.

|                            | You | Student B |
|----------------------------|-----|-----------|
| town you are from          |     |           |
| favourite school subject   |     |           |
| favourite hobby            |     |           |
| how often you go shopping  |     |           |
| what you do at the weekend |     |           |
| something you hate         |     |           |

You can use these expressions:

Really? I do too I don't How about you?

Not much What about you?

**A** Where are you from?

**B** I'm from...

#### Student B

Complete the table about yourself. Then talk with your partner. Complete the table for your partner.

|                            | You | Student A |
|----------------------------|-----|-----------|
| town you are from          |     |           |
| favourite school subject   |     |           |
| favourite hobby            |     |           |
| how often you go shopping  |     |           |
| what you do at the weekend |     |           |
| something you hate         |     |           |

You can use these expressions:

Really? I do too I don't How about you?

Not much What about you?

**A** Where are you from?

**B** I'm from...

## Speaking Test 1

### Student A

Complete the table about yourself. Then talk with your partner. Complete the table for your partner.

|                            | You | Student B |
|----------------------------|-----|-----------|
| town you are from          |     |           |
| favourite school subject   |     |           |
| favourite hobby            |     |           |
| how often you go shopping  |     |           |
| what you do at the weekend |     |           |
| something you hate         |     |           |

You can use these expressions:

Really? I do too How about you? Not much.

A Where are you from?

B I'm from...

### Student B

Complete the table about yourself. Then talk with your partner. Complete the table for your partner.

|                            | You | Student A |
|----------------------------|-----|-----------|
| town you are from          |     |           |
| favourite school subject   |     |           |
| favourite hobby            |     |           |
| how often you go shopping  |     |           |
| what you do at the weekend |     |           |
| something you hate         |     |           |

You can use these expressions:

Really? I do too How about you? Not much.

A Where are you from?

B I'm from...

### Extension

## Speaking Test 1

### Student A

Complete the table about yourself. Then talk with your partner. Complete the table for your partner.

|                            | You | Student B |
|----------------------------|-----|-----------|
| town you are from          |     |           |
| favourite school subject   |     |           |
| favourite hobby            |     |           |
| how often you go shopping  |     |           |
| what you do at the weekend |     |           |
| something you hate         |     |           |

A Where are you from?

B I'm from...

### Student B

Complete the table about yourself. Then talk with your partner. Complete the table for your partner.

|                            | You | Student A |
|----------------------------|-----|-----------|
| town you are from          |     |           |
| favourite school subject   |     |           |
| favourite hobby            |     |           |
| how often you go shopping  |     |           |
| what you do at the weekend |     |           |
| something you hate         |     |           |

A Where are you from?

B I'm from...

### Student A

Student B is your son or daughter. Ask him/her to go shopping and get these things for you:

- 5 pink flowers
- a newspaper
- some bread

Now you are the shop assistant and Student B is the customer. Answer the customer's requests.

You can use these expressions:

Can you...? Could you...? Yes, of course.

Sure. No problem.

**A** Can you get me five pink flowers?

**B** OK.

### Student B

Listen to your mum or dad (Student A) and write a shopping list.

*Shopping list*

Now you are the customer and Student A is the shop assistant in each shop. Ask for the things on your shopping list.

You can use these expressions:

Can you...? Could you...? Yes, of course.

Sure. No problem.

**A** Can you get me five pink flowers?

**B** OK.

# Speaking Test 2

## Consolidation

### Student A

Student B is your son or daughter. Ask him/her to go shopping and get these things for you:

- 5 pink flowers
- cough medicine (for a baby 12-24 months)
- a newspaper
- some brown bread

Now you are the shop assistant and Student B is the customer. Answer the customer's requests.

You can use these expressions:

Can you...? Could you...? Yes, of course.

Sure. No problem.

**A** Can you get me five pink flowers?

**B** OK. Anything else?

### Student B

Listen to your mum or dad (Student A) and write a shopping list.

*Shopping list*

Now you are the customer and Student A is the shop assistant in each shop. Ask for the things on your shopping list.

You can use these expressions:

Can you...? Could you...? Yes, of course.

Sure. No problem.

**A** Can you get me five pink flowers?

**B** OK. Anything else?

## Speaking Test 2

### Student A

Student B is your son or daughter. Ask him/her to go shopping and get these things for you:

- 5 pink flowers
- cough medicine (for a baby 12–24 months)
- three more things (you decide)

Now you are the shop assistant and Student B is the customer. Answer the customer's requests.

You can use these expressions:

Can you...? Could you...? Yes, of course.  
Sure. No problem.

**A** Can you get me five pink flowers?

**B** OK. Anything else?

### Student B

Listen to your mum or dad (Student A) and write a shopping list.

*Shopping list*

Now you are the customer and Student A is the shop assistant in each shop. Ask for the things on your shopping list.

You can use these expressions:

Can you...? Could you...? Yes, of course.  
Sure. No problem.

**A** Can you get me five pink flowers?

**B** OK. Anything else?

## Speaking Test 3

### Reinforcement

### Student A

You want to take a train from London to York. Ask Student B (the assistant) for information about the trip and buy a ticket. Student B starts the conversation. You want:

- a single ticket
- to leave on Saturday at 10 a.m.

You can use these expressions:

Can I have...? I'd like... How much is...?

**B** Hello. Can I help you?

**A** Yes, thanks. I want to go to York.

### Student B

You are the assistant at a train station. Student A is your customer. Start the conversation and answer Student A's questions. Use this information:

|                             |                            | Price single            |
|-----------------------------|----------------------------|-------------------------|
| Depart:<br>London 8.30 a.m. | Arrive:<br>York 11.00 a.m. | £72.50<br>before 9 a.m. |
| London 10.30<br>a.m.        | York 1.50 p.m.             | £32.50<br>after 9 a.m.  |

You can use these expressions:

Can I have...? I'd like... How much is...?  
Would you like...?

**B** Hello. Can I help you?

**A** Yes, thanks. I want to go to York.

## Speaking Test 3

## Student A

You want to travel from London to York.  
Ask B (the assistant) for this information  
and buy a ticket.

- Return to York
- Leave: Sat 10 a.m. Return: Monday 5 p.m.

You can use these expressions:

Can I have...? I'd like... How much is...?

**B** Hello. Can I help you?

**A** Yes, thanks. I want to go to York.

## Student B

You are the assistant at a train station.  
Answer A's questions. Use this  
information:

| London to York |            | York to London |           |
|----------------|------------|----------------|-----------|
| Depart         | Arrive     | Depart         | Arrive    |
| 8.30 a.m.      | 11.00 a.m. | 2.00 p.m.      | 5.30 p.m. |
| 10.30 a.m.     | 1.50 p.m.  | 4.30 p.m.      | 7.30 p.m. |

  

|                  | Price single | Price return |
|------------------|--------------|--------------|
| Before 9.00 a.m. | £72.50       | £78.50       |
| After 9.00 a.m.  | £32.50       | £37.50       |

You can use these expressions:

Can I have...? I'd like... How much is...?

Would you like...?

**B** Hello. Can I help you?

**A** Yes, thanks. I want to go to York.

## Extension

## Speaking Test 3

## Student A

You want to travel from London to York.  
Ask B (the assistant) for this information  
and buy a ticket.

- Return to York
- Leave: Sat 8 a.m. Return: Mon 5 p.m.
- Ask for prices
- Earlier return possible from York?

**B** Hello. Can I help you?

**A** Yes, thanks. I want to go to York.

## Student B

You are the assistant at a train station.  
Answer A's questions. Use this  
information:

| London to York |            | York to London |           |
|----------------|------------|----------------|-----------|
| Depart         | Arrive     | Depart         | Arrive    |
| 8.30 a.m.      | 11.00 a.m. | 2.00 p.m.      | 5.30 p.m. |
| 10.30 a.m.     | 1.50 p.m.  | 4.30 p.m.      | 7.30 p.m. |

  

|                  | Price single | Price return |
|------------------|--------------|--------------|
| Before 9.00 a.m. | £72.50       | £78.50       |
| After 9.00 a.m.  | £32.50       | £37.50       |

**B** Hello. Can I help you?

**A** Yes, thanks. I want to go to York.

**Student A**

It's your Mum and Dad's anniversary. You want to buy them tickets for a concert. Student B is the assistant at ticket sales. Ask for suggestions, answer Student B's questions and find out about the show. Ask about:

- where the performers are from
- the time and date of the show
- the cost of the tickets

Student B starts the conversation.

You can use these expressions:

Could you...? Would you like ...?

How about...? Of course. What time's...?

How much are...? Can I have...?

**B** *Can I help you?*

**A** *Yes, I'd like to buy some tickets.*

**Student B**

You sell tickets for concerts. Student A wants to buy tickets for his/her parents. Look at the programme.

- Find out what type of music Student A's parents like.
- Recommend a concert.
- Answer Student A's questions.

**Programme**

**16<sup>th</sup> February, 8 p.m.**

London Philharmonic plays Mozart

Tickets: €30, €60, €120

**22<sup>nd</sup> February, 9 p.m.**

Duran Duran – 1980s pop sensation!

Tickets: €25, €50, €75

You can use these expressions:

Could you...? Would you like ...?

How about...? Of course. What time's...?

**B** *Can I help you?*

**A** *Yes, I'd like to buy some tickets.*

**Speaking Term Test 1**

**Consolidation**

**Student A**

It's your Mum and Dad's anniversary. You want to buy them tickets for a concert. Student B is the assistant at ticket sales. Ask for suggestions, answer Student B's questions and find out about the show. Ask about:

- the type of music
- where the performers are from
- the time and date of the show
- the cost of the tickets

Student B starts the conversation.

You can use these expressions:

Could you...? What time's...?

How much are...? Can I have...?

**B** *Can I help you?*

**A** *Yes, I'd like to buy some tickets.*

**Student B**

You sell tickets for concerts. Student A wants to buy tickets for his/her parents. Look at the programme.

- Find out what type of music Student A's parents like.
- Recommend a concert.
- Answer Student A's questions.

**Programme**

**16<sup>th</sup> February, 8 p.m.**

London Philharmonic plays Mozart

Tickets: €30, €60, €120

**22<sup>nd</sup> February, 9 p.m.**

Duran Duran – 1980s pop sensation!

Tickets: €25, €50, €75

You can use these expressions:

Could you...? Would you like ...?

How about...?

**B** *Can I help you?*

**A** *Yes, I'd like to buy some tickets.*

## Speaking Term Test 3

### Student A

It's your Mum and Dad's anniversary. You want to buy them tickets for a concert. Student B is the assistant at ticket sales. Ask for suggestions, answer Student B's questions and find out about the show. Ask about:

- where the performers are from
- what type of music they play
- the time and date of the show
- the cost of the tickets

**B** *Can I help you?*

**A** *Yes, I'd like to buy some tickets.*

### Student B

You sell tickets for concerts. Student A wants to buy tickets for his parents.

- Find out what type of music Student A's parents like.
- Recommend a concert.
- Answer Student A's questions about the show.

#### Programme

15<sup>th</sup> February, 10 p.m.

*Ipanema* – Latin jazz

Tickets: €20, €50, €100

16<sup>th</sup> February, 8 p.m.

London Philharmonic plays Schubert and Mozart

Tickets: €30, €60, €120

22<sup>nd</sup> February, 9 p.m.

Duran Duran – 1980s pop sensation!

Tickets: €25, €50, €75

**B** *Can I help you?*

**A** *Yes, I'd like to buy some tickets.*

## Speaking Test 4

### Reinforcement

### Student A

You are friends with Student B. He/She doesn't look happy. Ask him/her about his/her problem.

- Ask Student B what's wrong.
- Make two suggestions to help him/her.

You can use these expressions:

What's the problem? What's wrong?

Why don't you...? How about...?

Now change roles. Tell Student B about your problem.

- You want to go on holiday with your friends but you have no money.

**A** *Hi \_\_\_\_\_ What's wrong?*

**B** *Well, I'm going to a party tonight...*

### Student B

You are friends with Student A. You're not happy. Tell him/her about your problem.

- You're going to a party tonight but you have nothing to wear.

Now change roles. Ask Student A about his/her problem.

- Ask Student B what's wrong.
- Make two suggestions to help him/her.

You can use these expressions:

What's the problem? What's wrong?

Why don't you...? How about...?

**A** *Hi \_\_\_\_\_ What's wrong?*

**B** *Well, I'm going to a party tonight...*

## Speaking Test 4

### Student A

You are friends with Student B. He/She doesn't look happy. Ask him/her about his/her problem.

- Ask Student B what's wrong.
- Make suggestions to help him/her.

You can use these expressions:

What's the problem? What's wrong?  
Why don't you...? How about...?

Now change roles. Tell Student B about your problem.

- You want to go on holiday with your friends but you have no money.

A Hi \_\_\_\_\_. What's wrong?

B Well, I'm going to a party tonight...

### Student B

You are friends with Student A. You're not happy. Tell him/her about your problem.

- You're going to a party tonight but you have nothing to wear.

Now change roles. Ask Student A about his/her problem.

- Ask Student B what's wrong.
- Make two suggestions to help him/her.

You can use these expressions:

What's the problem? What's wrong?  
Why don't you...? How about...?

A Hi \_\_\_\_\_. What's wrong?

B Well, I'm going to a party tonight...

## Extension

## Speaking Test 4

### Student A

You are friends with Student B. He/She doesn't look happy. Ask him/her about his/her problem.

- Ask Student B what's wrong.
- Make suggestions to help him/her.

Now change roles. Tell Student B about your problem.

- You want to go on holiday with your friends but you have no money.

A Hi \_\_\_\_\_. What's wrong?

B Well, I'm going to a party tonight...

### Student B

You are friends with Student A. You're not happy. Tell him/her about your problem.

- You're going to a party tonight but you have nothing to wear.

Now change roles. Ask Student A about his/her problem.

A Hi \_\_\_\_\_. What's wrong?

B Well, I'm going to a party tonight...

## Speaking Test 5

## Student A

Tell Student B a story. Use this information.

went to school >> lost keys >>  
visited neighbours >> no answer >>  
phoned friends, sister, mum, etc. >>  
no answer >> went to police station >>  
they opened the door >> then found keys! >>  
in my pocket!!!

Now change roles. Listen and react to Student B's story.

You can use these expressions:

One day Then In the end

You're joking! I don't believe it! No way!

**A** *One day I lost my keys...*

**B** *No way!*

## Student B

Listen and react to Student A's story.

Now change roles. Tell Student A a story. Use this information.

walking home from school >> heard a noise >>  
saw two green eyes: alien with two heads >>  
went to alien's spaceship >> had breakfast >>  
went flying in spacecraft >>  
arrived home safely

You can use these expressions:

You're joking! I don't believe it! No way!

One day Then In the end

**A** *One day I lost my keys...*

**B** *No way!*

## Speaking Test 5

## Consolidation

## Student A

Tell Student B a story. Use this information.

- Talk about a time you lost your keys.
- Where were you?
- What did you do?
- What happened in the end?

Now change roles. Listen and react to Student B's story.

You can use these expressions:

One day Then In the end

You're joking! I don't believe it! No way!

**A** *One day I lost my keys...*

**B** *No way!*

## Student B

Listen and react to Student A's story.

Now change roles. Tell Student A a story. Use this information.

- Talk about a UFO experience.
- Where were you?
- What did you do?
- What happened in the end?

You can use these expressions:

You're joking! I don't believe it! No way!

One day Then In the end

**A** *One day I lost my keys...*

**B** *No way!*

## Speaking Test 5

### Student A

Tell Student B a story. Use this information.

- Talk about a time you lost your keys.
- Where were you?
- What did you do?
- What happened in the end?

Now change roles. Listen to Student B's story. React to the story.

**A** *One day I lost my keys...*

**B** *No way!*

### Student B

Listen to Student A's story. React to the story.

Now change roles. Tell Student A a story. Use this information.

- Talk about a UFO experience.
- Where were you?
- What did you do?
- What happened in the end?

**A** *One day I lost my keys...*

**B** *No way!*

## Speaking Test 6

### Reinforcement

### Student A

Your family bought your grandmother a mobile phone for her birthday. Student B is your grandmother. Tell her how to save a telephone number. Student B starts the conversation.

Now you are Student B's grandfather. You've just received a computer for your birthday. Find out how to send email. You start the conversation.

You can use these expressions:

Press... Display... Select... Navigate...  
How do you...?

**B** *How do you save a phone number?*

**A** *Well, first you press...*

### Student B

You are Student A's grandmother. You received a mobile phone for your birthday and you want to know how to save a telephone number. You start the conversation.

Now Student A is your grandfather. Your family gave him a computer for his birthday to help stay in touch. He wants to know how to send an email. Student A starts the conversation.

You can use these expressions:

How do you...?  
Press... Display... Select... Navigate...

**B** *How do you save a phone number?*

**A** *Well, first you press...*

### Student A

Your family bought your grandmother a mobile phone for her birthday. Student B is your grandmother. Tell her how to make calls and save a telephone number. Student B starts the conversation.

Now you are Student B's grandfather. You've just received a computer for your birthday. Find out how to open the browser and send email. You start the conversation.

You can use these expressions:

Press... Display... Select... Navigate...

How do you...?

**B** How do you save a phone number?

**A** Well, first you press...

### Student B

You are Student A's grandmother. You received a mobile phone for your birthday and you want to know how to make calls and save a telephone number. You start the conversation.

Now Student A is your grandfather. Your family gave him a computer for his birthday to help stay in touch. He wants to know how to open the browser and send an email. Student A starts the conversation.

You can use these expressions:

How do you...?

Press... Display... Select... Navigate...

**B** How do you save a phone number?

**A** Well, first you press...

# Speaking Test 6

## Extension

### Student A

Your family bought your grandmother a mobile phone for her birthday. Student B is your grandmother. Tell her how to receive calls, make calls and save a telephone number. Student B starts the conversation.

Now you are Student B's grandfather. You've just received a computer for your birthday. Find out how to open a browser, send email and switch off the computer. You start the conversation.

**B** How do you save a phone number?

**A** Well, first you press...

### Student B

You are Student A's grandmother. You received a mobile phone for your birthday and you want to know how to receive calls, make calls and save a telephone number. You start the conversation.

Now Student A is your grandfather. Your family gave him a computer for his birthday to help stay in touch. He wants to know how to open the browser and send an email. Student A starts the conversation.

**B** How do you save a phone number?

**A** Well, first you press...

### Student A

You are the receptionist at an expensive hotel. Student B is one of your customers and calls from his/her room.

- Ask how his/her trip was and react to the story.
- Suggest options for dinner (restaurant, room service, etc.).
- Explain how the TV works ('TV' key on remote control; middle key = menu; arrow key = up/down).

Student A starts the conversation.

You can use these expressions:

Why don't...? How about...? That's amazing!  
display navigate select

**A** Reception. Can I help you?

**B** Hello. This is Room 515.

### Student B

You are staying at an expensive hotel. You call reception to ask for some advice and help. Student A is the receptionist.

- Tell Student A about your trip (there was a famous person on your plane).
- Ask for suggestions for dinner. You're very hungry and you want to eat quickly!
- Ask how the television works.

Student A starts the conversation.

You can use these expressions:

Can you suggest...? How does ... work?  
How do you...? Guess what! It's true!

**A** Reception. Can I help you?

**B** Hello. This is Room 515.

# Speaking Term Test 2

## Consolidation

### Student A

You are the receptionist at an expensive hotel. Student B is one of your customers and calls from his/her room.

- Ask how his/her trip was and react to the story.
- Suggest options for dinner (restaurant, room service, etc.).
- Explain how the TV works ('TV' key on remote control; middle key = menu; arrow key = up/down).

Student A starts the conversation.

You can use these expressions:

Why don't...? That's amazing!  
display navigate

**A** Reception. Can I help you?

**B** Hello. This is Room 515.

### Student B

You are staying at an expensive hotel. You call reception to ask for some advice and help. Student A is the receptionist.

- Tell Student A about your trip (there was a famous person on your plane).
- Ask for suggestions for dinner. You're very hungry and you want to eat quickly!
- Ask how the television works.

Student A starts the conversation.

You can use these expressions:

Can you suggest...? How do you...?  
Guess what!

**A** Reception. Can I help you?

**B** Hello. This is Room 515.

## Speaking Term Test 2

### Student A

You are the receptionist at an expensive hotel. Student B is one of your customers and calls from his/her room.

- Ask how his/her trip was and react to the story.
- Suggest options for dinner (restaurant, room service, etc.).
- Explain how the TV works ('TV' key on remote control; middle key = menu; arrow key = up/down).

Student A starts the conversation.

**A** Reception. Can I help you?

**B** Hello. This is Room 515.

### Student B

You are staying at an expensive hotel. You call reception to ask for some advice and help. Student A is the receptionist.

- Tell Student A about your trip (there was a famous person on your plane).
- Ask for suggestions for dinner. You're very hungry and you want to eat quickly!
- Ask how the television works.

Student A starts the conversation.

**A** Reception. Can I help you?

**B** Hello. This is Room 515.

## Speaking Test 7

### Reinforcement

### Student A

You and your partner don't agree on anything! Tell Student B your opinion about:

- Yoga and meditation. You think they are good for relaxing.
- Football and tennis. Which is the best sport?

You can use these expressions:

I think... In my opinion... I don't really agree.  
I don't think it's true. Let's agree to disagree.

**A** I think yoga is a great way to relax.

**B** Do you think so? Why?

### Student B

You and your partner don't agree on anything! Disagree with Student A's opinions.

Now you start another conversation. Tell Student A your opinion about:

- TV. You think teenagers watch too much TV.
- Food. Junk food or a balanced diet?

You can use these expressions:

I think... In my opinion... I don't really agree.  
I don't think it's true. Let's agree to disagree.

**A** I think yoga is a great way to relax.

**B** Do you think so? Why?

**Student A**

Discuss these opinions with your partner.

- Athletes shouldn't take steroids.
- TV is boring. There are other more interesting things.

You can use these expressions:

I think... In my opinion... I don't really agree.  
I don't think it's true. Let's agree to disagree.

**A** *I don't think athletes should take steroids.*

**B** *Really? Why?*

**Student B**

Discuss these opinions with your partner.

- Athletes should be able to take steroids.
- TV is the best type of entertainment.

You can use these expressions:

I think... In my opinion... I don't really agree.  
I don't think it's true. Let's agree to disagree.

**A** *I don't think athletes should take steroids.*

**B** *Really? Why?*

**Extension**

**Speaking Test 7**

**Student A**

Discuss these things with your partner.

- Caffeine is dangerous for health (no sleep, etc.)
- Everyone should wear cycle helmets >> too many accidents / roads = dangerous, etc.
- Relaxation techniques are useful for students (yoga, meditation, etc.)

**A** *I think caffeine is really dangerous for your health.*

**B** *Do you think so? Why?*

**Student B**

Discuss these things with your partner.

- Caffeine is good for your health >> energy, etc. (if you are careful)
- We don't need cycle helmets, we should be careful >> our parents didn't have them – why do we need them?
- Relaxation techniques (yoga, meditation, etc.) are a waste of time and money. We just need normal exercise, a balanced diet and more sleep.

**A** *I think caffeine is really dangerous for your health.*

**B** *Do you think so? Why?*

## Student A

You are a police officer. Student B has lost something.

- Ask Nick to describe the lost item.
- Ask about the measurements, make, model, colour, any special characteristics, etc. Take notes.

|                          |  |
|--------------------------|--|
| Name:                    |  |
| Item lost:               |  |
| Description:             |  |
| Special characteristics: |  |

You can use these expressions:

What make/model...? What colour...?

How big...? I lost my... It's... It's got...

**A** Hello. What's your name?

**B** I'm Nick Mullins.

## Student B

You are Nick Mullins. You have lost your mobile phone and you go to the police station to report the loss.

- Answer the police officer's (Student A) questions and describe the phone:  
Make: Nokia Model: 5800 Colour: Black  
Measurements: About 10cm long x 5 cm wide  
Special characteristics: Scratch on the display

You can use these expressions:

What make/model...? What colour...?

How big...? I lost my... It's... It's got...

**A** Hello. What's your name?

**B** I'm Nick Mullins.

# Speaking Test 3

# Consolidation

## Student A

You are a police officer. Student B has lost some things. Ask him/her about the measurements, make, model and colour of the lost items.

|                          |  |
|--------------------------|--|
| Name:                    |  |
| Item lost:               |  |
| Description:             |  |
| Special characteristics: |  |

You can use these expressions:

What make/model...? What colour...?

How big...? I lost my... It's... It's got...

**A** Hello. What's your name?

**B** I'm Nick Mullins.

## Student B

You are Nick Mullins. You have lost a few things and you got to the police station to report the loss. Describe the things you lost.

- A black Nokia 5800 mobile phone (10cm long x 4.5 cm wide)
- A red Nike sports bag (3 kilos; 60 cm long x 30cm wide)

You can use these expressions:

What make/model...? What colour...?

How big...? I lost my... It's... It's got...

**A** Hello. What's your name?

**B** I'm Nick Mullins.

## Speaking Test 8

## Student A

You are a police officer. Student B has lost a few things. Ask him/her about the measurements, make, model and colour of the lost items.

|                          |  |
|--------------------------|--|
| Name:                    |  |
| Item lost:               |  |
| Description:             |  |
| Special characteristics: |  |

- A** Hello. What's your name and how can I help you?  
**B** I'm Nick Mullins and I've lost my phone.

## Student B

You are Nick Mullins. You have lost a few things and you got to the police station to report the loss. Describe the things you lost.

- A black Nokia 5800 mobile phone (10cm L x 4.5 cm W)
- A red Nike sports bag (3 kilos; 60 cm L x 30cm W)
- A blue Samsung 320R digital camera (8cm X 4cm)

- A** Hello. What's your name and how can I help you?  
**B** I'm Nick Mullins and I've lost my phone.

## Reinforcement

## Speaking Test 9

## Student A

It's a friend's birthday. Make suggestions with Student B about good birthday presents for your friend, Chris.

Chris likes sport, watching football, Indian food, online gaming and films.

You can use these expressions:

What do you suggest? OK, let's do that.

I'm not sure. The only problem is ...

Like what? Maybe you're right. I don't know.

- A** Hey, it's Chris' birthday next week.  
**B** We could get him something together...

## Student B

It's a friend's birthday. Make suggestions with Student A about good birthday presents for your friend, Chris.

Chris likes sport, watching football, Indian food, online gaming and films.

You can use these expressions:

What do you suggest? OK, let's do that.

I'm not sure. The only problem is ...

Like what? Maybe you're right. I don't know.

- A** Hey, it's Chris' birthday next week.  
**B** We could get him something together...

## Student A

It's a friend's birthday. Make suggestions with Student B about good birthday presents for your friend, Chris.

- Chris likes sport, watching football, Indian food, online gaming and films.
- Make at least two suggestions.
- Reject one of Student B's ideas.

You can use these expressions:

What do you suggest? OK, let's do that.

I'm not sure. The only problem is ...

Like what? Maybe you're right. I don't know.

**A** Hey, it's Chris' birthday next week.

**B** We could get him something together...

## Student B

It's a friend's birthday. Make suggestions with Student A about good birthday presents for your friend, Chris.

- Chris likes sport, watching football, Indian food, online gaming and films.
- Make at least two suggestions.
- Reject one of Student A's ideas.

You can use these expressions:

What do you suggest? OK, let's do that.

I'm not sure. The only problem is ...

Like what? Maybe you're right. I don't know.

**A** Hey, it's Chris' birthday next week.

**B** We could get him something together...

# Speaking Test 9

## Student A

It's a friend's birthday. Make suggestions with Student B about good birthday presents for your friend, Chris.

- Chris likes sport, watching football, Indian food, online gaming and films.
- Make at least two suggestions.
- Reject one of Student B's ideas.
- Suggest going out somewhere and doing something together.

**A** Hey, it's Chris' birthday next week.

**B** We could get him something together...

## Student B

It's a friend's birthday. Make suggestions with Student A about good birthday presents for your friend, Chris.

- Chris likes sport, watching football, Indian food, online gaming and films.
- Make at least two suggestions.
- Reject one of Student A's ideas.
- Suggest having a party at Student B's house.

**A** Hey, it's Chris' birthday next week.

**B** We could get him something together...

## Speaking Term Test 3

### Student A

Choose a famous person (Brad Pitt, Angelina Jolie etc.). Student B has to guess your identity. Answer his/her twenty questions. Student B starts the conversation.

Now swap roles and try to guess Student B's identity. Ask about physical characteristics, job, age, etc.

You can use these expressions:

How tall...? Where are you from?

How much do you weigh? How old...?

Do you...? Are you...?

**B** *Are you a man or a woman?*

### Student B

Student A is a famous person. Try to guess Student A's identity in twenty questions. Ask about physical characteristics, job, age, etc. You start the conversation.

Now swap roles. Choose a famous person. Student A has to guess your identity. Answer his/her questions.

You can use these expressions:

How tall...? Where are you from?

How much do you weigh? How old...?

Do you...? Are you...?

**B** *Are you a man or a woman?*

## Consolidation

## Speaking Term Test 3

### Student A

Choose a famous person (Brad Pitt, Angelina Jolie etc.). Student B has to guess your identity. Answer his/her twenty questions. Student B starts the conversation.

Now swap roles and try to guess Student B's identity. Ask about physical characteristics, job, age, etc.

Discuss your favourite celebrities.

You can use these expressions:

How tall...? Where are you from?

How much do you weigh? How old...?

Do you...? Are you...?

**B** *Are you a man or a woman?*

### Student B

Student A is a famous person. Try to guess Student A's identity in twenty questions. Ask about physical characteristics, job, age, etc. You start the conversation.

Now swap roles. Choose a famous person. Student A has to guess your identity. Answer his/her questions.

Discuss your favourite celebrities.

You can use these expressions:

How tall...? Where are you from?

How much do you weigh? How old...?

Do you...? Are you...?

**B** *Are you a man or a woman?*

## Speaking Term Test 3

### Student A

Choose a famous person (Brad Pitt, Angelina Jolie etc.). Student B has to guess your identity. Answer his/her twenty questions. Student B starts.

Now swap roles and try to guess Student B's identity. Ask about physical characteristics, job, age, etc. Discuss your favourite celebrities.

**B** *Are you a man or a woman?*

### Student B

Student A chooses a famous person. Try to guess Student A's identity in ten questions. Ask about physical characteristics, job, age, etc. You start.

Now swap roles. Choose a famous person. Student A has to guess your identity. Answer his/her questions. Discuss your favourite celebrities.

**B** *Are you a man or a woman?*

## Speaking Year Test 1

### Reinforcement

### Student A

You're staying at your friend Matt's flat in New York. Matt's at work. You wake up and feel ill. You hear a knock at the door. It's Matt's friend (Student B). He/She's here to take you sightseeing.

- Introduce yourself to Student B.
- Talk about what you like to do (plan your day sightseeing).
- Suddenly you feel worse. Tell Student B what's wrong.
- Should you go to the doctor's? Make a decision.

You can use these expressions:

How about you? Are you all right?

What about...? Why don't we...?

The only problem is... Maybe you're right.

I don't agree.

**A** *Hello.*

**B** *Hi, I'm Matt's friend.*

### Student B

Student A is visiting his friend Matt in New York. You are also Matt's friend. Matt is at work and asks you to take Student A sightseeing. You go to his apartment to pick up his friend.

- Introduce yourself to Student A.
- Ask Student A what he/she likes to do (plan your day sightseeing).
- Suddenly Student A looks ill. Find out what's wrong.
- Give some suggestions.
- Should you go to the doctor's? Make a decision.

You can use these expressions:

How about you? Are you all right?

What about...? Why don't we...?

The only problem is... Maybe you're right.

I don't agree.

**A** *Hello.*

**B** *Hi, I'm Matt's friend.*

## Student A

You're staying at your friend Matt's flat in New York. Matt's at work. You wake up and feel ill. You hear a knock at the door. It's Matt's friend (Student B). He/She's here to take you sightseeing.

- Introduce yourself to Student B.
- Talk about what you like to do (plan your day sightseeing).
- Suddenly you feel worse. Tell Student B what's wrong.
- Should you go to the doctor's? Make a decision.

You can use these expressions:

How about you? Are you all right?

What about...? Why don't we...?

The only problem is... Maybe you're right.  
I don't agree.

A Hello.

B Hi, I'm Matt's friend.

## Student B

Student A is visiting his friend Matt in New York. You are also Matt's friend. Matt is at work and asks you to take Student A sightseeing. You go to his apartment to pick up his friend.

- Introduce yourself to Student A.
- Ask Student A what he/she likes to do (plan your day sightseeing).
- Suddenly Student A looks ill. Find out what's wrong.
- Give some suggestions.
- Should you go to the doctor's? Make a decision.

You can use these expressions:

How about you? Are you all right?

What about...? Why don't we...?

The only problem is... Maybe you're right.  
I don't agree.

A Hello.

B Hi, I'm Matt's friend.

## Extension

# Speaking Year Test 1

## Student A

You're staying at your friend Matt's flat in New York. Matt's at work. You wake up and feel ill. You hear a knock at the door. It's Matt's friend (Student B). He/She's here to take you sightseeing.

- Introduce yourself to Student B.
- Plan your day sightseeing.
- Suddenly you feel worse. Tell Student B what's wrong.
- Should you go to the doctor's? Make a decision.

A Hello.

B Hi, I'm Matt's friend.

## Student B

Student A is visiting his friend Matt in New York. You are also Matt's friend. Matt is at work and asks you to take Student A sightseeing. You go to his apartment to pick up his friend.

- Introduce yourself to Student A.
- Plan your day sightseeing. Suggest some places to go.
- Suddenly Student A looks ill. Find out what's wrong.
- Give some suggestions.
- Should you go to the doctor's? Make a decision.

A Hello.

B Hi, I'm Matt's friend.

## Speaking Year Test 3

## Student A

You and your friend (Student B) are planning a trip next weekend. Consider what you like doing (camping, beach, city), the cost and travel time. Discuss:

- Going to the beach in Brighton. (about 1 hour by train, tickets for £29.00 return).
- Camping in Devon County (2 hours by train, tickets start at £42.00 return).
- A weekend in Paris (2 ½ hours by train, tickets start at £59.00 return).

You can use these expressions:

I love... I don't mind... I hate...

How much is...?

Maybe you're right? Why don't we...?

**A** So, where should we go this weekend?

**B** I don't know... How about...?

## Student B

You and your friend (Student A) are planning a trip next weekend. Consider what you like doing (camping, beach, city), the cost and travel time. Discuss:

- Going to the beach in Brighton (about 1 hour by train, tickets for £29.00 return).
- Camping in Devon county (2 hrs by train, tickets start at £42.00 return).
- A weekend in Paris (2 ½ hours by train, tickets start at £59.00 return).

You can use these expressions:

I love... I don't mind... I hate...

How much is...?

Maybe you're right? Why don't we...?

**A** So, where should we go this weekend?

**B** I don't know... How about...?

## Consolidation

## Speaking Year Test 2

## Student A

You and your friend (Student B) are planning a trip next weekend. Consider what you like doing (camping, beach, city), the cost and travel time. Discuss:

- Going to the beach in Brighton. (about 1 hour by train, start at £29.00 return).
- Camping in Devon County (2 hrs by train, tickets start at £42.00 return).
- A weekend in Paris (2 ½ hours by train, tickets start at £59.00 return).

You want to book your tickets online, but you don't know how. Ask Student B to explain.

You can use these expressions:

I love... I don't mind... I hate...

How much is...?

Maybe you're right? Why don't we...?

**A** So, where should we go this weekend?

**B** I don't know... How about...?

## Student B

You and your friend (Student A) are planning a trip next weekend. Consider what you like doing (camping, beach, city), the cost and travel time. Discuss:

- Going to the beach in Brighton (about 1 hour by train, tickets for £29.00 return).
- Camping in Devon county (2 hrs by train, tickets start at £42.00 return).
- A weekend in Paris (2 ½ hours by train, tickets start at £59.00 return).

Student A wants to book your tickets online but doesn't know how. Explain.

You can use these expressions:

I love... I don't mind... I hate...

How much is...?

Maybe you're right? Why don't we...?

**A** So, where should we go this weekend?

**B** I don't know... How about...?

## Speaking Year Test 2

## Student A

You and your friend (Student B) are planning a trip next weekend. Consider what you like doing (camping, beach, city), the cost and travel time. Discuss the following options:

- Going to the beach in Brighton. (about 1 hour by train, start at £29.00 return).
- Camping in Devon County (2 hours by train, tickets start at £42.00 return).
- A weekend in Paris (2 ½ hours by train, tickets start at £59.00 return).

You want to book your tickets online, but you don't know how. Ask Student B to explain.

**A** *So, where should we go this weekend?*

**B** *I don't know... How about...?*

## Student B

You and your friend (Student A) are planning a trip next weekend. Consider what you like doing (camping, beach, city), the cost and travel time. Discuss the following options:

- Going to the beach in Brighton. (about 1 hour by train, start at £29.00 return).
- Camping in Devon County (2 hours by train, tickets start at £42.00 return).
- A weekend in Paris (2 ½ hours by train, tickets start at £59.00 return).

Student A wants to book your tickets online but doesn't know how. Explain.

**A** *So, where should we go this weekend?*

**B** *I don't know... How about...?*