



BRITISH LEARNING CENTRE

CAMBRIDGE IGCSE · 0510 / 0511

English as a Second Language

Speaking

A complete guide to the Cambridge IGCSE ESL Speaking test (from 2024): strategies, useful language, model answers and original practice cards for the interview, short talk and discussion.

Name:

Key knowledge · Practice · Exam-style questions · Mark schemes

How to use this workbook

1 Key knowledge Read the notes, worked examples and common mistakes.	2 Practice Build the skill on Sheet A.	3 Exam-style Answer exam-style questions on Sheet B. Marks are shown in [].	4 Check & reflect Mark your work with the mark scheme, then colour the tracker.
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My progress tracker

Colour each row: **Red** = not yet · **Amber** = nearly · **Green** = secure.

#	Test part	Topic · I can...	R	A	G
1	Introduction, Warm-up, Parts 1–3 Core & Extended	The speaking test explained I can describe each part of the speaking test and what the examiner listens for.			
2	Warm-up, Part 1 Core & Extended	Warm-up and interview answers I can answer personal questions confidently with full, natural answers.			
3	Part 1, Part 3, Development Core & Extended	Developing answers with A-R-E I can extend my answers with reasons, examples and personal experience.			
4	Part 3, Discussion Core & Extended	Opinions, agreeing and disagreeing I can give, justify and balance opinions politely in a discussion.			
5	Part 2, Short talk Core & Extended	Comparing and contrasting two options I can organise a two-minute talk that compares two options and reaches a decision.			
6	Part 2, Part 3 Extended	Speculating and hypothesising I can discuss possible situations using conditionals and modal verbs.			
7	Part 1, Part 2, Grammar Core & Extended	Talking about the past and future I can use a range of past and future forms accurately when I speak.			
8	Part 3, Discussion Extended	Extending to abstract ideas I can move from personal experience to general ideas about society.			
9	All parts, Development Core & Extended	Fluency fillers and repair strategies I can keep talking smoothly, gain thinking time and fix my own mistakes.			
10	All parts, Pronunciation Core & Extended	Pronunciation, stress and intonation I can speak clearly, using word stress, sentence stress and intonation to help meaning.			
11	Parts 1–3, Topic practice Core & Extended	Topic practice: technology I can discuss technology confidently, using precise vocabulary across all three parts.			
12	Parts 1–3, Topic practice Core & Extended	Topic practice: environment and travel I can discuss travel and environmental issues with precise vocabulary and balanced views.			



CHECK

Starting point check

Starting point check

Name _____ Date _____ Score _____ / 10

Answer these questions to find out what you already know about the Speaking test. Circle or write your answer.

1 Which part of the Speaking test is NOT marked?

☐ the warm-up ☐ Part 1 ☐ Part 3

2 In Part 2, the card asks you to...

☐ describe a photo ☐ compare two options ☐ read a text aloud

3 During the 1-minute preparation, you can...

☐ write notes ☐ think about the card ☐ use your phone

4 Which answer is best developed?

☐ Yes. ☐ Yes, I like it.

☐ Yes, because it relaxes me — for example, I swim after school every Friday.

5 Which is a polite way to disagree?

☐ You are wrong. ☐ I see your point, but... ☐ No.

6 A-R-E stands for Answer, Reason, _____.

7 If I _____ (have) more time, I would learn to play the guitar.

8 Cycling is healthier _____ driving.

9 You forget a word. The best strategy is to...

☐ stop talking ☐ describe it in other words ☐ say it in your own language

10 Which criterion is NOT one of the four?

☐ Grammar ☐ Handwriting ☐ Pronunciation

1

UNIT 1 · KEY KNOWLEDGE

The speaking test explained

I can... describe each part of the speaking test and what the examiner listens for.

Test part: Introduction, Warm-up, Parts 1–3 · Core & Extended

The Speaking test is a recorded one-to-one conversation with an examiner, lasting 10–15 minutes. After an introduction and an unassessed warm-up, there are **three assessed parts**.

In Part 2 you are given an **assessment card** with two options to compare. You have one minute to think, but you may **not** write notes. You can keep the card while you speak.

Key words

warm-up

interview

short talk

discussion

assessment card

criteria

Key points

- **Warm-up** (1–2 min): easy questions, not marked.
- **Part 1 Interview** (2–3 min): three questions on one topic, mainly about your own life.
- **Part 2 Short talk** (3–4 min): 1 minute to prepare, then up to 2 minutes comparing two options.
- **Part 3 Discussion** (3–4 min): wider, more abstract questions linked to Part 2.
- Four criteria, 10 marks each: **Grammar, Vocabulary, Development, Pronunciation**.

Model exchange (Part 1)

How does a strong answer sound?

Examiner: What do you usually do at the weekend?

Candidate: Well, on Saturday mornings I help at my aunt's noodle shop, because it's their busiest day. In the afternoon I play badminton — it's the best way to forget about homework!

Why it works: direct answer, reason, personal detail.

Common mistakes

- Giving one-word or one-sentence answers.
- Reciting a memorised speech — it sounds unnatural and may not answer the question.
- Stopping after 40 seconds in Part 2.

Exam tip: The examiner will not interrupt to help you. Keep developing your answer until they move on.

Answer each question about the structure of the Speaking test.

- 1 How long does the whole Speaking test last?
☐ 5–8 minutes ☐ 10–15 minutes ☐ 20–25 minutes
- 2 Which section is NOT assessed?
☐ Warm-up ☐ Part 1 ☐ Part 3
- 3 How many questions are asked in the Part 1 interview?
☐ one ☐ three ☐ six
- 4 How long can you prepare for the Part 2 short talk?
☐ 30 seconds ☐ 1 minute ☐ 5 minutes
- 5 During the preparation time, you may...
☐ write notes on paper ☐ think and look at the card ☐ ask the examiner for ideas
- 6 In Part 2 you speak for up to...
☐ 1 minute ☐ 2 minutes ☐ 5 minutes
- 7 The Part 2 card asks you to compare _____ options.
- 8 Part 3 is a _____ with wider questions linked to the Part 2 topic.
- 9 The four criteria are Grammar, _____, Development and Pronunciation.
- 10 Each criterion is marked out of _____, so the total is 40.
- 11 Which criterion rewards answers that are extended and relevant?
☐ Grammar ☐ Development ☐ Pronunciation
- 12 Part 3 questions are usually...
☐ more personal than Part 1 ☐ more general and abstract
☐ exactly the same as Part 1

13 Explain in one sentence why a memorised answer is a bad idea.

14 Write two things you can do to stay calm in the warm-up.

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Prepare a full speaking test on this topic, then practise it aloud with a partner, teacher or recording.

1 Part 1 · Interview — Free time

The examiner asks you these three questions. For each one, write brief notes for a developed answer (Answer – Reason – Example).

(a) *What do you enjoy doing in your free time?* [2]

(b) *Do you prefer spending free time alone or with others? Why?* [2]

(c) *How has the way you spend your free time changed since you were younger?* [2]

2 Part 2 · Short talk

ASSESSMENT CARD — Joining a club

Your school wants students to join an after-school activity.

Option 1: joining a sports club

Option 2: joining a music group

In your talk, you could consider:

- the skills you could learn
- the time and cost involved
- how each option helps you make friends

1 minute to prepare, then speak for up to 2 minutes. (No notes are allowed in the real test.)

(a) Planning notes: write two points for each option. [4]

(b) Write the opening of your talk (2–3 sentences) introducing both options. [3]

(c) Write your conclusion: which option would you choose, and why? [3]

3 Part 3 · Discussion

The examiner now asks some wider questions linked to the short talk. Write notes for a developed answer to each.

(a) *Why do you think some young people have very little free time?* [3]

(b) *Should schools make after-school activities compulsory?* [3]

(c) *Is it better to have one hobby or many?* [3]

(d) *How might free-time activities change in the future?* [3]

4 Language focus — then say all your answers aloud. Time your Part 2 talk: aim for 1 min 30 s to 2 min.

(a) Rewrite as a developed answer: "I like football." [2]

(b) Write a sentence using *whereas* to contrast the two options. [2]

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Warm-up and interview answers

I can... answer personal questions confidently with full, natural answers.

Test part: Warm-up, Part 1 · Core & Extended

Warm-up questions are simple: where you live, your school, your hobbies. They are not marked, but they set the tone, so give a little more than the minimum.

Part 1 questions are personal too, but they **are** marked. Aim for answers of three or four sentences: answer, add a reason, give a real detail.

Key words

routine

describe

frequency

detail

follow-up

Key points

- Use the question's tense: *Do you...?* → present simple; *Have you ever...?* → present perfect.
- Frequency words add detail: *usually, hardly ever, once a fortnight*.
- Personal details make answers memorable: names, places, times, feelings.
- Don't repeat the question back — answer directly.

Model exchange (Warm-up → Part 1)

Weak vs strong answers

Examiner: Tell me about where you live.

Weak: Pattaya. It is nice.

Strong: I live in Pattaya, on the east coast of Thailand. It's a busy seaside city, so there's always something going on, although the traffic can be terrible at weekends.

Why it works: location, description, a contrast with *although*.

Common mistakes

- Answering in the wrong tense, e.g. "Yes, I go there last year."
- Saying "I don't know" and stopping — say what you think instead.
- Speaking too fast.

Exam tip: If a question surprises you, give yourself a second with "That's an interesting question..." and then answer.

Practise accurate, detailed answers to personal questions.

- 1 "Have you ever been abroad?" — "Yes, I _____ (visit) Japan twice."
- 2 "What did you do last weekend?" — "I _____ (go) to the night market with my brother."
- 3 "What are you studying at the moment?" — "I'm _____ (take) eight IGCSE subjects."
- 4 "What will you do after your exams?" — "I'm _____ to travel to Chiang Mai with my family."
- 5 Which is the best frequency phrase for something you do every two weeks?
☐ once a fortnight ☐ hardly ever ☐ all the time
- 6 Choose the most natural opening: "What's your favourite subject?"
☐ My favourite subject is my favourite subject... ☐ Probably biology, because...
☐ Subject.
- 7 Which adds a personal detail?
☐ I like music. ☐ I like music, especially the band my brother plays in.
☐ Music is liked by me.
- 8 Complete with a contrast word: "My school is quite small, _____ the facilities are excellent."
- 9 Complete: "I've lived here _____ 2019."
- 10 Complete: "I've lived here _____ six years."
- 11 Write a 3-sentence answer: *Tell me about your family.*

12 Write a 3-sentence answer: *What do you like about your school?*

13 Write a 3-sentence answer: *Describe a typical school morning.*

14 Turn this weak answer into a strong one: "Do you like cooking?" — "No."

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Prepare a full speaking test on this topic, then practise it aloud with a partner, teacher or recording.

1 Part 1 · Interview — Family and home

The examiner asks you these three questions. For each one, write brief notes for a developed answer (Answer – Reason – Example).

(a) *Who do you live with?* [2]

(b) *What do you enjoy doing with your family?* [2]

(c) *What jobs do you do to help at home?* [2]

2 Part 2 · Short talk

ASSESSMENT CARD — Family holidays

Your family is planning the next school holiday.

Option 1: staying at home and relaxing together

Option 2: going away on a family trip

In your talk, you could consider:

- cost and planning
- what each person in the family might enjoy
- how relaxing each option would be

1 minute to prepare, then speak for up to 2 minutes. (No notes are allowed in the real test.)

(a) Planning notes: write two points for each option. [4]

(b) Write the opening of your talk (2–3 sentences) introducing both options. [3]

(c) Write your conclusion: which option would you choose, and why? [3]

3 Part 3 · Discussion

The examiner now asks some wider questions linked to the short talk. Write notes for a developed answer to each.

(a) *How important is it for families to spend time together?* [3]

(b) *Do you think families today spend less time together than in the past?* [3]

(c) *Should teenagers be paid for helping at home?* [3]

(d) *What are the advantages of living with grandparents?* [3]

4 Language focus — then say all your answers aloud. Time your Part 2 talk: aim for 1 min 30 s to 2 min.

(a) Correct the tense: "I live here since I was five." [2]

(b) Add a frequency phrase and a detail: "We eat together." [2]

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Developing answers with A-R-E

I can... extend my answers with reasons, examples and personal experience.

Test part: Part 1, Part 3, Development · Core & Extended

The **Development** criterion rewards answers that are relevant, extended and well linked. A simple way to build them is **A-R-E**: Answer the question, give a Reason, then add an Example or experience.

For harder questions, add a fourth step: an **alternative view** or a **consequence** (A-R-E-A).

Key words

develop

reason

example

experience

extend

Key points

- **Answer:** *I'd say..., Definitely..., Not really...*
- **Reason:** *because..., mainly since..., the main reason is that...*
- **Example:** *for instance..., I remember when..., in my case...*
- **Alternative:** *That said..., on the other hand..., as a result...*

Model exchange (A-R-E)

Examiner: Do you think homework is useful?

A: Yes, mostly, I think it's useful.

R: It helps us remember what we learnt in class, because we practise on our own.

E: For instance, last term I did maths homework every night and my test score went up a lot.

A: That said, too much homework can leave no time for rest.

Common mistakes

- Giving a reason that does not match the answer.
- Using "because" to start a sentence with no main clause: "Because it is fun."
- Giving three examples but no reason.

Exam tip: Count on your fingers in practice: Answer, Reason, Example. Soon it becomes automatic.

Identify and build each step of A-R-E.

1 "I remember when I got lost in Bangkok..." is an example of...

☐ Answer ☐ Reason ☐ Example / experience

2 "The main reason is that it saves time." is a...

☐ Answer ☐ Reason ☐ Example

3 "Definitely not." is an...

☐ Answer ☐ Reason ☐ Example

4 "That said, it can be expensive." adds...

☐ an alternative view ☐ a reason ☐ a greeting

5 I enjoy reading, _____ it helps me relax before bed.

6 Some sports are dangerous. _____ instance, my friend broke his arm skateboarding.

7 I prefer the city. _____ said, the countryside is much quieter.

8 Phones are useful; _____ a result, almost every teenager has one.

9 Which reason best fits: "I prefer studying in the morning..."

☐ ...because my brain feels fresh. ☐ ...because I like pizza. ☐ ...because it is Tuesday.

10 Correct: "Because it is cheap."

11 Write an A-R-E answer: *Do you like sport?*

12 Write an A-R-E answer: *Would you like to live abroad?*

13 Write an A-R-E-A answer: *Is it good to have a mobile phone at school?*

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Prepare a full speaking test on this topic, then practise it aloud with a partner, teacher or recording.

1 Part 1 · Interview — Education and study

The examiner asks you these three questions. For each one, write brief notes for a developed answer (Answer – Reason – Example).

(a) *Where do you usually do your homework?* [2]

(b) *Which subject do you find most challenging? Why?* [2]

(c) *Tell me about a teacher who has helped you.* [2]

2 Part 2 · Short talk

ASSESSMENT CARD — Places to study

You need to revise for important exams.

Option 1: studying in a public library

Option 2: studying at home

In your talk, you could consider:

- concentration and distractions
- comfort and convenience
- access to resources and help

1 minute to prepare, then speak for up to 2 minutes. (No notes are allowed in the real test.)

(a) Planning notes: write two points for each option. [4]

(b) Write the opening of your talk (2–3 sentences) introducing both options. [3]

(c) Write your conclusion: which option would you choose, and why? [3]

3 Part 3 · Discussion

The examiner now asks some wider questions linked to the short talk. Write notes for a developed answer to each.

(a) *Why do some students find it hard to concentrate?* **[3]**

(b) *Is it better to study alone or in groups?* **[3]**

(c) *Should students have exams at all?* **[3]**

(d) *How will technology change the way students learn?* **[3]**

4 Language focus — then say all your answers aloud. Time your Part 2 talk: aim for 1 min 30 s to 2 min.

(a) Label the steps: "Not really. It's noisy at home. My brothers watch TV all evening." **[2]**

(b) Add an alternative view to: "Libraries are great places to study." **[2]**

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Opinions, agreeing and disagreeing

I can... give, justify and balance opinions politely in a discussion.

Test part: Part 3, Discussion · Core & Extended

Part 3 often asks *Do you think...? Should...? Is it better...?* The examiner wants a clear opinion that is **justified**. There is no right answer — marks come from how well you explain your view.

Strong candidates show they can see both sides before reaching a conclusion. Vary your phrases instead of saying “I think” every time.

Key words

opinion

agree

disagree

partly

justify

balance

Key points

- Giving opinions: *In my view..., I'm convinced that..., As far as I'm concerned...*
- Agreeing: *I completely agree..., That's absolutely true...*
- Partly agreeing: *To some extent..., I agree up to a point, but...*
- Disagreeing politely: *I'm not so sure about that..., I see the point, however...*
- Concluding: *On balance..., All things considered...*

Model exchange (Part 3)

Examiner: Some people say fast food should be banned near schools. What do you think?

Candidate: I agree up to a point. Fast food is cheap and tempting, so students may eat it every day, which can lead to health problems.

However, I'm not sure a ban would work, because students could simply walk further. In my view, schools should offer tasty, healthy lunches instead.

Why it works: partial agreement, reasons, a consequence and a solution.

Common mistakes

- Saying “I am agree” — the correct form is “I agree”.
- Being rude: “That's wrong.” Use softer language.
- Changing opinion halfway through without signalling it.

Exam tip: If you have no strong opinion, say so and explain both sides — “It depends...” is a valid start if you develop it.

Choose and use accurate opinion language.

1 Which is correct?

☐ I am agree with you. ☐ I agree with you. ☐ I agreeing with you.

2 Which phrase shows partial agreement?

☐ Absolutely! ☐ To some extent, yes. ☐ That's nonsense.

3 Which is the most polite way to disagree?

☐ You're wrong. ☐ I see your point, but I'm not sure. ☐ No way.

4 As _____ as I'm concerned, uniforms are a good idea.

5 I agree _____ a point, but there are disadvantages.

6 On _____, I think the benefits are greater than the problems.

7 I'm _____ that sport should be part of every school day. (= strongly believe)

8 All things _____, I'd rather live in a small town.

9 Which word introduces a contrasting view?

☐ Moreover ☐ Nevertheless ☐ Furthermore

10 Agree and add a reason: *Teenagers should learn to cook.*

11 Disagree politely: *Video games are a waste of time.*

12 Write a 3-sentence balanced answer: *Should mobile phones be banned in schools?*

13 Write a 3-sentence answer using *As far as I'm concerned* and *however*: *Is it important to have a healthy diet?*

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Prepare a full speaking test on this topic, then practise it aloud with a partner, teacher or recording.

1 Part 1 · Interview — Health and fitness

The examiner asks you these three questions. For each one, write brief notes for a developed answer (Answer – Reason – Example).

(a) *What do you do to stay healthy?* **[2]**

(b) *How much sleep do you usually get?* **[2]**

(c) *Have you ever tried a new sport or activity? Tell me about it.* **[2]**

2 Part 2 · Short talk

ASSESSMENT CARD — Getting fit

A friend wants to become fitter this year.

Option 1: joining a gym

Option 2: exercising outdoors, for example running or cycling

In your talk, you could consider:

- cost
- motivation and enjoyment
- safety and weather

1 minute to prepare, then speak for up to 2 minutes. (No notes are allowed in the real test.)

(a) Planning notes: write two points for each option. **[4]**

(b) Write the opening of your talk (2–3 sentences) introducing both options. **[3]**

(c) Write your conclusion: which option would you choose, and why? **[3]**

3 Part 3 · Discussion

The examiner now asks some wider questions linked to the short talk. Write notes for a developed answer to each.

(a) *Do you think young people today are less healthy than in the past?* [3]

(b) *Should the government tax unhealthy food?* [3]

(c) *Whose responsibility is it to keep children healthy — parents or schools?* [3]

(d) *Is mental health as important as physical health?* [3]

4 Language focus — then say all your answers aloud. Time your Part 2 talk: aim for 1 min 30 s to 2 min.

(a) Replace "I think" with two different opinion phrases. [2]

(b) Write a sentence that partly agrees: "Everyone should go to the gym." [2]

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Comparing and contrasting two options

I can... organise a two-minute talk that compares two options and reaches a decision.

Test part: Part 2, Short talk · Core & Extended

The Part 2 card gives you **two options** and some points to consider. A clear plan for the one-minute preparation: (1) introduce the situation, (2) discuss Option 1, (3) discuss Option 2, comparing as you go, (4) choose one and explain why.

Use the card's bullet points as your checklist, but you do not need to cover them in order.

Key points

- Comparatives: *cheaper than, far more convenient, not as healthy as.*
- Contrast links: *whereas, while, on the other hand, in contrast, however.*
- Similarity: *Both options..., Similarly...*
- Signposting: *Firstly... Turning to the second option... Finally...*
- Decision: *If I had to choose..., That's why I'd go for...*

Key words

compare

contrast

whereas

advantage

drawback

signpost

Model talk opening (Part 2)

Card: Learning a musical instrument at school or with a private teacher.

Candidate: I'm going to compare learning an instrument at school with having a private teacher. Firstly, school lessons are cheaper and you can join an orchestra, whereas private lessons are expensive...

...Turning to private lessons, the big advantage is that the teacher focuses only on you, so you improve much faster...

...If I had to choose, I'd go for school lessons, because playing with other students is more motivating.

Common mistakes

- Talking about only one option or forgetting to choose.
- Listing points without comparing: "It is good. It is nice."
- Comparative errors: "more cheaper", "more better".

Exam tip: Use the full two minutes. If you finish early, add a personal example for each option.

Practise comparatives and contrast links.

1 Shopping online is _____ (convenient) than going to a shopping centre.

2 Trains are _____ (cheap) than planes for short journeys.

3 This option is _____ (good) for the environment than the other.

4 Cycling is not _____ fast _____ driving.

5 A bus is cheap, _____ a taxi is far more expensive.

6 Which is correct?

☐ more cheaper ☐ much cheaper ☐ more cheap

7 Which phrase introduces a similarity?

☐ In contrast ☐ Both options ☐ Whereas

8 Which phrase moves to Option 2?

☐ Turning to the second option... ☐ In conclusion... ☐ For instance...

9 Which sentence makes a final choice?

☐ There are many points. ☐ If I had to choose, I'd go for the second option.
☐ Firstly, let's look at cost.

10 Write one sentence comparing a phone and a laptop for homework using *whereas*.

11 Write one sentence showing a similarity between cats and dogs as pets.

12 Write a 3-sentence mini-talk comparing tea and coffee, ending with a choice.

13 Correct the error: "Living in a flat is more easier than a house."

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Prepare a full speaking test on this topic, then practise it aloud with a partner, teacher or recording.

1 Part 1 · Interview — Shopping

The examiner asks you these three questions. For each one, write brief notes for a developed answer (Answer – Reason – Example).

(a) *Do you enjoy shopping? Why or why not?* [2]

(b) *What was the last thing you bought?* [2]

(c) *Who do you usually go shopping with?* [2]

2 Part 2 · Short talk

ASSESSMENT CARD — Ways to shop

You need to buy new clothes for a special event.

Option 1: buying them online

Option 2: buying them in a shop

In your talk, you could consider:

- price and choice
- being able to try things on
- speed and convenience

1 minute to prepare, then speak for up to 2 minutes. (No notes are allowed in the real test.)

(a) Planning notes: write two points for each option. [4]

(b) Write the opening of your talk (2–3 sentences) introducing both options. [3]

(c) Write your conclusion: which option would you choose, and why? [3]

3 Part 3 · Discussion

The examiner now asks some wider questions linked to the short talk. Write notes for a developed answer to each.

(a) *How has online shopping changed the way people live?* [3]

(b) *Do people buy too many things nowadays?* [3]

(c) *Should advertising aimed at children be controlled?* [3]

(d) *Will shops in town centres disappear in the future?* [3]

4 Language focus — then say all your answers aloud. Time your Part 2 talk: aim for 1 min 30 s to 2 min.

(a) Write two comparative sentences about online and in-store shopping. [2]

(b) Write a signposting phrase to start talking about Option 2. [2]

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Speculating and hypothesising

I can... discuss possible situations using conditionals and modal verbs.

Test part: Part 2, Part 3 · Extended

Many questions ask about imagined situations: *What would you do if...? What might happen if...?* Using conditionals and modal verbs accurately shows a strong range of **Grammar**.

When you are not certain, show it with speculative language. This sounds mature and natural rather than vague.

Key points

- First conditional (real future): *If it rains, the match **will** be cancelled.*
- Second conditional (imagined): *If I **had** more time, I **would** learn Japanese.*
- Third conditional (past): *If I **had studied**, I **would have passed**.*
- Modals of possibility: *might, could, may, is likely to, is bound to.*
- Speculating: *I imagine..., I suppose..., Perhaps..., It's possible that...*

Key words

speculate

hypothesis

conditional

might

probably

imagine

Model exchange (Part 3)

Examiner: What would happen if everyone worked from home?

Candidate: I imagine traffic would fall dramatically, so cities would be cleaner and quieter.

On the other hand, cafés near offices might lose customers and some could close.

If I were an employee, I'd probably feel lonely, so I suppose a mix of home and office would be ideal.

Common mistakes

- "If I would have money, I would buy..." — use *If I had money.*
- "If I will finish early, I will help." — use *If I finish.*
- Using only *maybe* — vary with *might, could, perhaps.*

Exam tip: Use *If I were...* (not *was*) for advice and imagined situations — it impresses examiners.

Practise accurate speculative language.

- 1 If I _____ (have) a million baht, I would build a sports centre.

- 2 If it _____ (be) sunny tomorrow, we will go to the beach.

- 3 If I _____ (be) you, I would ask the teacher for help.

- 4 If she had left earlier, she _____ (not miss) the bus.

- 5 If people used public transport more, there _____ (be) less pollution.

- 6 Which is correct?
☐ If I would win, I would travel. ☐ If I won, I would travel. ☐ If I win, I would travel.

- 7 Which shows the strongest certainty?
☐ might ☐ could ☐ is bound to

- 8 Which phrase speculates politely?
☐ I imagine that... ☐ It is a fact that... ☐ Everyone knows...

- 9 Robots _____ replace some jobs, but not all of them. (possibility)

- 10 Answer with a second conditional: *What would you do if you could live anywhere?*

- 11 Answer with a third conditional: describe something you wish had gone differently.

- 12** Write a 3-sentence answer using *might*, *probably* and *I suppose*: *What will cities look like in 50 years?*

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Prepare a full speaking test on this topic, then practise it aloud with a partner, teacher or recording.

1 Part 1 · Interview — Work and the future

The examiner asks you these three questions. For each one, write brief notes for a developed answer (Answer – Reason – Example).

(a) *What job would you like to do in the future?* [2]

(b) *Have you ever had a job or helped in a family business?* [2]

(c) *What would you do if you had a whole year off before university?* [2]

2 Part 2 · Short talk

ASSESSMENT CARD — The summer holidays

You want to do something useful during the long summer holiday.

Option 1: getting a part-time job

Option 2: volunteering for a local charity

In your talk, you could consider:

- what you could learn
- money and time
- how each might help your future

1 minute to prepare, then speak for up to 2 minutes. (No notes are allowed in the real test.)

(a) Planning notes: write two points for each option. [4]

(b) Write the opening of your talk (2–3 sentences) introducing both options. [3]

(c) Write your conclusion: which option would you choose, and why? [3]

3 Part 3 · Discussion

The examiner now asks some wider questions linked to the short talk. Write notes for a developed answer to each.

(a) *Why do you think some teenagers choose to work part-time?* [3]

(b) *What jobs might disappear in the next 20 years?* [3]

(c) *If you could change one thing about the world of work, what would it be?* [3]

(d) *Is a high salary the most important thing in a job?* [3]

4 Language focus — then say all your answers aloud. Time your Part 2 talk: aim for 1 min 30 s to 2 min.

(a) Correct: "If I will have time, I would help." [2]

(b) Write a sentence using *is likely to* about future jobs. [2]

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Talking about the past and future

I can... use a range of past and future forms accurately when I speak.

Test part: Part 1, Part 2, Grammar · Core & Extended

The **Grammar** criterion rewards a range of structures used accurately. Questions about memories, experiences and plans give you a natural chance to show different tenses.

Listen to the tense in the question. *Tell me about a time...* needs past forms; *What are your plans...?* needs future forms.

Key points

- Past simple for finished events: *We **visited** Hua Hin last April.*
- Past continuous for background: *It **was raining** when we arrived.*
- Present perfect for life experience: *I've never **tried** durian.*
- *used to* for past habits: *I **used to** be scared of dogs.*
- Future: *going to* (plans), *will* (predictions), present continuous (arrangements).

Key words

past simple

past continuous

present perfect

used to

going to

future

Model exchange (Part 1)

Examiner: Tell me about a celebration you remember well.

Candidate: I'll never forget my grandfather's 80th birthday. We were all sitting in the garden when the whole village arrived with food — it was a complete surprise!

I used to think big parties were boring, but that day changed my mind. Next year we're going to hold one for my grandmother.

Common mistakes

- Mixing tenses in a story: "Yesterday I go and I saw..."
- Present perfect with a finished time: "I have visited Japan last year."
- Irregular past errors: "buyed", "teached", "thicked".

Exam tip: Plan to use at least three different tenses in each Part 1 answer about your life.

Choose or write the correct tense.

- 1 Last year we _____ (go) to Laos for Songkran.
.....
- 2 I _____ (walk) home when it started to rain.
.....
- 3 I _____ never _____ (see) snow.
.....
- 4 When I was little, I _____ (use) to hate vegetables.
.....
- 5 Look at those clouds — it _____ (rain).
.....
- 6 I _____ (meet) my cousins at the airport at six tomorrow. (arrangement)
.....
- 7 Which is correct?
☐ I have seen that film last week. ☐ I saw that film last week.
☐ I see that film last week.
.....
- 8 Which is the past of *teach*?
☐ teached ☐ taught ☐ teaches
.....
- 9 Which future form is best for a prediction? "I think robots ___ do housework."
☐ will ☐ are doing ☐ did
.....
- 10 Write 2 sentences about a past habit using *used to*.
.....
.....
.....
- 11 Write a 3-sentence answer: *Tell me about a memorable trip*. Use 3 tenses.
.....
.....
.....

12 Write a 3-sentence answer: *What are your plans for next year?* Use 2 future forms.

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Prepare a full speaking test on this topic, then practise it aloud with a partner, teacher or recording.

1 Part 1 · Interview — Celebrations

The examiner asks you these three questions. For each one, write brief notes for a developed answer (Answer – Reason – Example).

(a) *What is your favourite festival? Why?* [2]

(b) *How did you celebrate your last birthday?* [2]

(c) *How are you going to celebrate the end of your exams?* [2]

2 Part 2 · Short talk

ASSESSMENT CARD — A special celebration

Your class is celebrating the end of the school year.

Option 1: having a big party with music and games

Option 2: having a small meal at a restaurant

In your talk, you could consider:

- cost and organisation
- how many people can join
- which would be more memorable

1 minute to prepare, then speak for up to 2 minutes. (No notes are allowed in the real test.)

(a) Planning notes: write two points for each option. [4]

(b) Write the opening of your talk (2–3 sentences) introducing both options. [3]

(c) Write your conclusion: which option would you choose, and why? [3]

3 Part 3 · Discussion

The examiner now asks some wider questions linked to the short talk. Write notes for a developed answer to each.

(a) *Are traditional festivals as important now as they used to be?* [3]

(b) *Do people spend too much money on celebrations?* [3]

(c) *Why do you think people enjoy celebrating together?* [3]

(d) *How do you think celebrations will change in the future?* [3]

4 Language focus — then say all your answers aloud. Time your Part 2 talk: aim for 1 min 30 s to 2 min.

(a) Correct: "Last year I have celebrated Songkran in Bangkok." [2]

(b) Write one sentence using the past continuous + past simple about a festival. [2]

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Extending to abstract ideas

I can... move from personal experience to general ideas about society.

Test part: Part 3, Discussion · Extended

Part 3 questions move away from *you* to *people in general*, society and the future. Top-band answers discuss ideas, causes and consequences, not just personal stories.

A useful ladder: **personal → local → national → global**. Start from what you know, then widen the view.

Key words

abstract

society

generalise

consequence

perspective

Key points

- Generalising: *Generally speaking...*, *Most people...*, *In many countries...*
- Causes: *This is largely due to...*, *One factor is...*
- Consequences: *This could lead to...*, *As a result...*
- Different perspectives: *From a parent's point of view...*, *For the government...*
- Use abstract nouns: *responsibility, opportunity, inequality, development.*

Model exchange (Part 3)

Examiner: Who should pay for public parks?

Candidate: Generally speaking, I think local governments should pay, because parks benefit the whole community, not just one group.

From a health point of view, green spaces encourage exercise, which could reduce pressure on hospitals. Businesses could also sponsor parks, as some companies do in Bangkok.

Why it works: general view, a cause, a consequence and another perspective.

Common mistakes

- Answering every Part 3 question with only a personal story.
- Making huge claims with no support: "Everyone in the world hates..."
- Using vague words like *things* and *stuff*.

Exam tip: If the question is difficult, start with "That's a complex issue..." and then break it into two sides.

Practise widening your answers.

1 Which sentence is the most general (abstract)?

- ☐ My brother plays football. ☐ Team sports teach young people cooperation.
☐ I like football.

2 Which phrase introduces a consequence?

- ☐ This could lead to... ☐ In my case... ☐ For example...

3 Which phrase introduces another perspective?

- ☐ From a parent's point of view... ☐ Last week... ☐ I usually...

4 _____ speaking, people in cities have less contact with nature.

5 The rise in obesity is largely _____ to unhealthy diets.

6 Children have a _____ (responsible) to look after elderly parents.

7 Education gives young people the _____ (opportune) to improve their lives.

8 Better roads support the economic _____ (develop) of rural areas.

9 Replace the vague word: "Technology does a lot of things for society."

10 Widen this personal answer to a general one: "I get stressed before exams."

11 Write a 3-sentence answer: *Why do people move from the countryside to cities?* Include a cause and a consequence.

- 12** Write a 3-sentence answer: *Should rich countries help poorer countries?* Include two perspectives.

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Prepare a full speaking test on this topic, then practise it aloud with a partner, teacher or recording.

1 Part 1 · Interview — Community

The examiner asks you these three questions. For each one, write brief notes for a developed answer (Answer – Reason – Example).

(a) *What do you like about your neighbourhood?* [2]

(b) *Do you know many of your neighbours?* [2]

(c) *Have you ever taken part in a community event?* [2]

2 Part 2 · Short talk

ASSESSMENT CARD — Improving your town

Your town council has money for one new facility.

Option 1: a new public park

Option 2: a new indoor sports centre

In your talk, you could consider:

- who would use it
- cost of building and running it
- benefits for health and the environment

1 minute to prepare, then speak for up to 2 minutes. (No notes are allowed in the real test.)

(a) Planning notes: write two points for each option. [4]

(b) Write the opening of your talk (2–3 sentences) introducing both options. [3]

(c) Write your conclusion: which option would you choose, and why? [3]

3 Part 3 · Discussion

The examiner now asks some wider questions linked to the short talk. Write notes for a developed answer to each.

(a) *Why do people in cities often not know their neighbours?* [3]

(b) *How can young people contribute to their communities?* [3]

(c) *Should governments spend more on public spaces or on public transport?* [3]

(d) *Is a strong sense of community less important in the modern world?* [3]

4 Language focus — then say all your answers aloud. Time your Part 2 talk: aim for 1 min 30 s to 2 min.

(a) Write one sentence beginning "From a(n) ... point of view..." about building a park. [2]

(b) Turn into an abstract noun phrase: "People are not equal in society." [2]

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Fluency fillers and repair strategies

I can... keep talking smoothly, gain thinking time and fix my own mistakes.

Test part: All parts, Development · Core & Extended

Fluent speakers still pause and make mistakes — but they handle them smoothly. Natural fillers give you thinking time without long silences, and **self-correction** shows control of language.

If you forget a word, describe it (**paraphrase**). If you do not understand a question, it is fine to ask the examiner to repeat it.

Key points

- Thinking time: *Well..., Let me think..., That's an interesting question...*
- Self-correction: *...I mean..., Sorry, what I meant was...*
- Paraphrase: *It's a kind of..., It's the thing you use to...*
- Clarifying: *Could you repeat the question, please? Do you mean...?*
- Avoid overusing *um* and *like*; use one filler, then speak.

Key words

fluency

filler

hesitation

self-correct

paraphrase

clarify

Model exchange (repair)

Examiner: What equipment do you need for your hobby?

Candidate: Well, let me think... For fishing you need a rod, of course, and... oh, I've forgotten the word — it's the small sharp metal thing that catches the fish...

Examiner: (says nothing)

Candidate: ...a hook! Yes, and you need bait. Last week I went, I mean, I **went** with my dad and we caught three fish.

Common mistakes

- Long silences while searching for a perfect word.
- Saying "I don't know the word" and stopping.
- Repeating the same filler (*like... like...*) every few words.

Exam tip: The examiner may repeat a question, but cannot explain or rephrase it for you — so ask early if you did not hear it.

Choose and practise strategies for fluent speaking.

- 1 Which phrase gains thinking time naturally?
☐ Um... um... um... ☐ That's an interesting question... ☐ Next question, please.

- 2 Which is a self-correction?
☐ I go — sorry, I went — there yesterday. ☐ I go there yesterday.
☐ Go there yesterday, I.

- 3 You didn't hear the question. You say...
☐ What? ☐ Could you repeat the question, please? ☐ Pass.

- 4 I can't remember the word, but it's a _____ of fruit with a hard spiky skin.

- 5 It's the thing you _____ to open a bottle.

- 6 Sorry, what I _____ was that public transport is cheaper.

- 7 _____ me think... I'd probably say the beach.

- 8 Paraphrase the word **umbrella** without saying it.

- 9 Paraphrase the word **dentist**.

- 10 Paraphrase the word **passport**.

- 11 Self-correct this sentence aloud, then write it correctly: "She don't like spicy food."

12 Write how you could begin an answer to a very difficult question.

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Prepare a full speaking test on this topic, then practise it aloud with a partner, teacher or recording.

1 Part 1 · Interview — Food and eating

The examiner asks you these three questions. For each one, write brief notes for a developed answer (Answer – Reason – Example).

(a) *What kind of food do you enjoy most?* [2]

(b) *Can you cook? Tell me about something you can make.* [2]

(c) *What did you eat yesterday?* [2]

2 Part 2 · Short talk

ASSESSMENT CARD — Mealtimes

Your family is deciding how to eat on busy weekday evenings.

Option 1: cooking at home

Option 2: eating out or ordering food

In your talk, you could consider:

- health and cost
- time and effort
- family time together

1 minute to prepare, then speak for up to 2 minutes. (No notes are allowed in the real test.)

(a) Planning notes: write two points for each option. [4]

(b) Write the opening of your talk (2–3 sentences) introducing both options. [3]

(c) Write your conclusion: which option would you choose, and why? [3]

3 Part 3 · Discussion

The examiner now asks some wider questions linked to the short talk. Write notes for a developed answer to each.

(a) *Why do you think fast food is so popular?* [3]

(b) *Should cooking be taught in schools?* [3]

(c) *How has food culture in your country changed?* [3]

(d) *Will people eat differently in the future?* [3]

4 Language focus — then say all your answers aloud. Time your Part 2 talk: aim for 1 min 30 s to 2 min.

(a) Paraphrase a food word you might forget, e.g. *wok*. [2]

(b) Write two different ways to gain thinking time. [2]

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Pronunciation, stress and intonation

I can... speak clearly, using word stress, sentence stress and intonation to help meaning.

Test part: All parts, Pronunciation · Core & Extended

The **Pronunciation** criterion is about being easy to understand, not about having a British or American accent. Clear individual sounds, correct **word stress** and natural **intonation** all matter.

Speak in **chunks** (short groups of words) with small pauses between them, and stress the most important words.

Key points

- Word stress: *PHO-to-graph, pho-TO-gra-pher, pho-to-GRAPhic*.
- Unstressed syllables often use the schwa /ə/: *doctor, about*.
- Sentence stress: stress content words — *I **really** want to **study medicine***.
- Intonation: falls at the end of statements; rises for yes/no questions and unfinished lists.
- Pronounce final consonants: *work**ed**, ask**s**, beach*.

Key words

word stress

sentence stress

intonation

chunking

linking

schwa

Model exchange (chunking)

Read the answer aloud. / = short pause; **CAPITALS** = stress.

Examiner: Why is learning English important to you?

Candidate: WELL, / I'd LOVE to study ABROAD, / so English is ESSENTIAL. / ALSO, / it helps me make FRIENDS / from all over the WORLD.

Notice: falling intonation at the end; stress on new information.

Common mistakes

- Dropping final sounds: "I work there yesterday" (→ *worked*).
- Stressing every word equally, which sounds robotic.
- Speaking too quietly or too fast when nervous.

Exam tip: Record yourself answering one question each day. Listen for missing final sounds and flat intonation.

Mark stress and practise clear pronunciation. Say each answer aloud.

1 Where is the stress in *environment*?

☐ EN-vi-ron-ment ☐ en-VI-ron-ment ☐ en-vi-ron-MENT

2 Where is the stress in *technology*?

☐ TECH-no-lo-gy ☐ tech-NO-lo-gy ☐ tech-no-LO-gy

3 Where is the stress in *comfortable*?

☐ COM-for-ta-ble ☐ com-FOR-ta-ble ☐ com-for-TA-ble

4 Where is the stress in *education*?

☐ ED-u-ca-tion ☐ ed-u-CA-tion ☐ ed-U-ca-tion

5 The noun *a RE-cord* becomes the verb...

☐ to RE-cord ☐ to re-CORD ☐ to RE-CORD

6 How many syllables does *interesting* usually have in natural speech?

☐ two ☐ three ☐ five

7 Intonation usually ___ at the end of a statement.

☐ rises ☐ falls ☐ stays flat

8 Intonation usually ___ at the end of "Do you like sport?"

☐ rises ☐ falls ☐ disappears

9 The *-ed* in *watched* sounds like /_____/.

10 The *-ed* in *wanted* sounds like /_____/.

11 Underline the stressed words: "I'd rather live by the sea than in the mountains."

- 12** Mark the pauses (/) in: "When I finish school I want to study engineering in Australia because they have excellent universities."

- 13** Write three words that you find difficult to pronounce, then practise them aloud.

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Prepare a full speaking test on this topic, then practise it aloud with a partner, teacher or recording.

1 Part 1 · Interview — Media and entertainment

The examiner asks you these three questions. For each one, write brief notes for a developed answer (Answer – Reason – Example).

(a) *What kind of films or series do you enjoy?* [2]

(b) *How often do you watch TV or videos?* [2]

(c) *Tell me about a film you watched recently.* [2]

2 Part 2 · Short talk

ASSESSMENT CARD — Watching films

You and your friends want to watch a new film this weekend.

Option 1: going to the cinema

Option 2: watching it at home on a streaming service

In your talk, you could consider:

- cost
- the experience of watching
- comfort and choice

1 minute to prepare, then speak for up to 2 minutes. (No notes are allowed in the real test.)

(a) Planning notes: write two points for each option. [4]

(b) Write the opening of your talk (2–3 sentences) introducing both options. [3]

(c) Write your conclusion: which option would you choose, and why? [3]

3 Part 3 · Discussion

The examiner now asks some wider questions linked to the short talk. Write notes for a developed answer to each.

(a) *Do you think cinemas will survive in the future?* [3]

(b) *Should there be age limits on films and games?* [3]

(c) *How does the media influence young people?* [3]

(d) *Is it better to read the book or watch the film version?* [3]

4 Language focus — then say all your answers aloud. Time your Part 2 talk: aim for 1 min 30 s to 2 min.

(a) Mark the stressed syllable: *entertainment, documentary*. [2]

(b) Mark chunks (/) in your Part 2 conclusion and read it aloud. [2]

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Topic practice: technology

I can... discuss technology confidently, using precise vocabulary across all three parts.

Test part: Parts 1–3, Topic practice · Core & Extended

Technology is one of the most common speaking themes. Questions range from your own phone habits (Part 1) to the effects of artificial intelligence on society (Part 3).

Precise vocabulary earns **Vocabulary** marks: say *download an app*, not *take a programme*; *screen time*, not *phone hours*.

Key points

- Collocations: *browse the internet*, *post online*, *charge a device*, *install an update*, *go viral*.
- Issues: *privacy*, *cyberbullying*, *addiction*, *misinformation*, *screen time*.
- Benefits: *instant access to information*, *keep in touch*, *work remotely*.
- Hedge big claims: *Technology can be addictive for some people*.

Key words

device

app

screen time

artificial intelligence

online

privacy

Model exchange (Part 1 → Part 3)

Personal question, then abstract question

Examiner: How much time do you spend on your phone?

Candidate: Probably too much — around four hours a day, mostly messaging friends and watching videos.

Examiner: Should governments limit children's screen time?

Candidate: I'm not convinced laws would work. It's more effective for schools and parents to teach healthy habits, such as no phones at mealtimes.

Common mistakes

- Overusing *the technology* — usually no article: *Technology helps us...*
- Very general answers: "Technology is good and bad." — say **how**.
- Confusing *internet* (needs *the*) and *online* (no article).

Exam tip: Prepare five precise technology collocations and use at least two in every technology answer.

Practise precise topic vocabulary.

- 1 I need to _____ my phone — the battery is at 5%.
- 2 Her video _____ viral and got a million views.
- 3 Always _____ updates to keep your laptop secure.
- 4 I spend hours _____ the internet looking for new music.
- 5 Video calls help me keep in _____ with my cousins in Australia.
- 6 Which word means false information spread online?
☐ misinformation ☐ download ☐ privacy
- 7 Which word means using unkind messages to hurt someone online?
☐ cyberbullying ☐ streaming ☐ hacking
- 8 Which is correct?
☐ The technology changes fast. ☐ Technology changes fast.
☐ A technology changes fast.
- 9 Which hedged sentence is best?
☐ All phones destroy brains. ☐ Phones can be addictive for some people.
☐ Phones are bad.
- 10 Write a 3-sentence answer: *What is the most useful app on your phone?*

- 11 Write a 3-sentence answer: *Has technology made people less sociable?*

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Prepare a full speaking test on this topic, then practise it aloud with a partner, teacher or recording.

1 Part 1 · Interview — Technology and learning

The examiner asks you these three questions. For each one, write brief notes for a developed answer (Answer – Reason – Example).

(a) *How do you use technology for your studies?* [2]

(b) *What device could you not live without?* [2]

(c) *Have you ever had a problem with technology?* [2]

2 Part 2 · Short talk

ASSESSMENT CARD — Ways of learning

You want to take an extra course in a new subject.

Option 1: learning in a classroom with a teacher

Option 2: learning online with videos and apps

In your talk, you could consider:

- flexibility and cost
- getting help and feedback
- motivation and discipline

1 minute to prepare, then speak for up to 2 minutes. (No notes are allowed in the real test.)

(a) Planning notes: write two points for each option. [4]

(b) Write the opening of your talk (2–3 sentences) introducing both options. [3]

(c) Write your conclusion: which option would you choose, and why? [3]

3 Part 3 · Discussion

The examiner now asks some wider questions linked to the short talk. Write notes for a developed answer to each.

(a) *Will teachers ever be replaced by artificial intelligence?* [3]

(b) *Should young children be allowed to have smartphones?* [3]

(c) *What are the dangers of sharing personal information online?* [3]

(d) *Has technology made the world a better place overall?* [3]

4 Language focus — then say all your answers aloud. Time your Part 2 talk: aim for 1 min 30 s to 2 min.

(a) Write two technology collocations you used in your answers. [2]

(b) Hedge this claim: "Online learning is useless." [2]

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Topic practice: environment and travel

I can... discuss travel and environmental issues with precise vocabulary and balanced views.

Test part: Parts 1–3, Topic practice · Core & Extended

Environment and travel questions often link together: how we travel affects the planet. Expect Part 3 questions about responsibility — individuals, companies or governments.

Avoid simply saying “pollution is bad”. Explain the **cause**, the **effect** and a realistic **solution**.

Key words

carbon footprint

sustainable

tourism

pollution

public transport

climate change

Key points

- Collocations: *reduce your carbon footprint, cut emissions, protect wildlife, go plastic-free.*
- Travel: *a long-haul flight, a package holiday, eco-tourism, off the beaten track.*
- Problems: *overtourism, air pollution, plastic waste, rising sea levels.*
- Solution language: *One solution would be to..., Governments could encourage... by...*

Model exchange (Part 3)

Examiner: Is tourism good for the environment?

Candidate: It's a mixed picture. Mass tourism can damage beaches and coral reefs — Maya Bay in Thailand had to close for several years to recover.

On the other hand, eco-tourism brings money that can protect wildlife. One solution would be to limit visitor numbers at fragile sites.

Common mistakes

- Saying “the nature” — use *nature* without an article.
- Confusing *travel* (verb/uncountable) and *trip* (countable): “a good trip”, not “a good travel”.
- Offering unrealistic solutions: “Ban all cars tomorrow.”

Exam tip: Learn one real local example (a beach, a river, a city) to support environmental answers.

Practise precise vocabulary and solution language.

- 1 We can reduce our carbon _____ by flying less.
- 2 Factories must cut their _____ of harmful gases.
- 3 A _____-haul flight is a very long flight, e.g. Bangkok to London.
- 4 Too many visitors in one place is called _____.
- 5 _____ would be to charge an entry fee for national parks. (suggest a solution)

6 Which is correct?

- ☐ We had a great travel to Krabi. ☐ We had a great trip to Krabi.
☐ We had a great travels to Krabi.

7 Which is correct?

- ☐ I love the nature. ☐ I love nature. ☐ I love a nature.

8 Which word means 'able to continue without damaging the environment'?

- ☐ sustainable ☐ disposable ☐ available

9 Write a cause → effect → solution answer about plastic on beaches.

10 Write a 3-sentence answer: *What can young people do to protect the environment?*

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Prepare a full speaking test on this topic, then practise it aloud with a partner, teacher or recording.

1 Part 1 · Interview — Travel and the environment

The examiner asks you these three questions. For each one, write brief notes for a developed answer (Answer – Reason – Example).

(a) *Where did you go on your last holiday?* [2]

(b) *How do you usually travel to school?* [2]

(c) *Where would you love to travel one day?* [2]

2 Part 2 · Short talk

ASSESSMENT CARD — A long journey

Your family is travelling from Bangkok to Singapore for a holiday.

Option 1: taking the train (about two days)

Option 2: taking a plane (about two hours)

In your talk, you could consider:

- time and cost
- the travel experience
- the effect on the environment

1 minute to prepare, then speak for up to 2 minutes. (No notes are allowed in the real test.)

(a) Planning notes: write two points for each option. [4]

(b) Write the opening of your talk (2–3 sentences) introducing both options. [3]

(c) Write your conclusion: which option would you choose, and why? [3]

3 Part 3 · Discussion

The examiner now asks some wider questions linked to the short talk. Write notes for a developed answer to each.

(a) *Should air travel be more expensive to protect the environment?* [3]

(b) *Who is most responsible for protecting the environment: individuals, companies or governments?* [3]

(c) *What are the advantages and disadvantages of tourism for a country?* [3]

(d) *How might travel change in the next 30 years?* [3]

4 Language focus — then say all your answers aloud. Time your Part 2 talk: aim for 1 min 30 s to 2 min.

(a) Correct: "Last year we had a wonderful travel in the nature." [2]

(b) Write a solution sentence using *Governments could encourage... by...* [2]

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure



CHECK

End-of-book check

End-of-book check

Name _____ Date _____ Score _____ / 10

Answer these questions to check what you have learnt. Then compare with your Starting point check.

1 How many questions are there in the Part 1 interview?

☐ one ☐ three ☐ ten

2 For how long can you speak in the Part 2 short talk?

☐ up to 1 minute ☐ up to 2 minutes ☐ up to 5 minutes

3 Part 3 questions are usually...

☐ personal and simple ☐ general and more abstract ☐ about the warm-up

4 At the end of your short talk, you should make a clear _____ between the two options.

5 A sports club keeps you fit, _____ a music group develops creativity. (contrast)

6 If I _____ (be) the head teacher, I would allow phones at break.

7 I _____ never _____ (try) skiing. (life experience)

8 Which phrase signals a consequence?

☐ This could lead to... ☐ Let me think... ☐ For instance...

9 Where is the stress in *photographer*?

☐ PHO-to-gra-pher ☐ pho-TO-gra-pher ☐ pho-to-GRA-pher

10 Write the four assessment criteria for the Speaking test.



Practice speaking test

Practice speaking test

Name _____ Date _____ Marks _____ / 80

Two complete tests (A and B). Each test lasts 10–15 minutes.

Warm-up: 1–2 min (not assessed) · Part 1 Interview: 2–3 min · Part 2 Short talk: 1 min preparation + up to 2 min · Part 3 Discussion: 3–4 min

Assessment: Grammar, Vocabulary, Development, Pronunciation — 10 marks each (40 per test).

Work with a teacher or partner as the examiner and record each test. Afterwards, tick the self-assessment checklist:

- ☐ I gave developed answers (A–R–E) in Part 1
- ☐ I compared both options and made a clear choice in Part 2
- ☐ I spoke for close to 2 minutes
- ☐ I gave balanced, general ideas in Part 3
- ☐ I used at least three different tenses
- ☐ I used precise topic vocabulary
- ☐ I paraphrased or self-corrected instead of stopping
- ☐ I spoke clearly with natural stress and intonation.

1 Test A · Warm-up and Part 1 Interview — Sport

Warm-up (not assessed): *Tell me a little about yourself. What do you enjoy about your school?*

Part 1: answer each question with 3–4 developed sentences.

(a) *Which sports do you play or watch?*

(b) *Tell me about a sporting event you have been to.*

(c) *Would you like to try a new sport in the future? Why?*

2 Part 2 · Short talk

ASSESSMENT CARD — Team or individual sport

A friend wants to start a new sport.

Option 1: a team sport, such as basketball

Option 2: an individual sport, such as tennis or swimming

In your talk, you could consider:

- making friends and teamwork
- pressure and responsibility
- flexibility of training times

1 minute to prepare, then speak for up to 2 minutes. (No notes are allowed in the real test.)

(a) Use one minute to think — no writing. Then talk for up to 2 minutes. Afterwards, note the main points you made.

3 Part 3 · Discussion

(a) *Why do you think some people prefer watching sport to playing it?*

(b) *Are professional athletes paid too much?*

(c) *Should sport be compulsory in schools?*

(d) *Do big international events such as the Olympics benefit the host country?*

- 4 **Marks for Test A** — your teacher or partner gives a mark out of 10 for each criterion, with one comment.

(a) Grammar [10]

(b) Vocabulary [10]

(c) Development [10]

(d) Pronunciation [10]

5 **Test B · Warm-up and Part 1 Interview — Animals and nature**

Warm-up (not assessed): *Tell me a little about yourself. What do you enjoy about your school?*

Part 1: answer each question with 3–4 developed sentences.

(a) *Do you have a pet, or would you like one?*

(b) *When did you last spend time in nature?*

(c) *What is your favourite animal, and why?*

6 Part 2 · Short talk

ASSESSMENT CARD — Seeing wild animals

Your class is planning a school trip to learn about animals.

Option 1: visiting a zoo

Option 2: visiting a nature reserve

In your talk, you could consider:

- what students could learn
- animal welfare
- cost and travel time

1 minute to prepare, then speak for up to 2 minutes. (No notes are allowed in the real test.)

(a) Use one minute to think — no writing. Then talk for up to 2 minutes. Afterwards, note the main points you made.

7 Part 3 · Discussion

(a) *Are zoos still necessary today?*

(b) *Why are many animal species becoming endangered?*

(c) *Whose responsibility is it to protect wildlife?*

(d) *Should people stop keeping exotic animals as pets?*

8 **Marks for Test B** — your teacher or partner gives a mark out of 10 for each criterion, with one comment.

(a) Grammar [10]

(b) Vocabulary [10]

(c) Development [10]

(d) Pronunciation [10]



Mark schemes list the points that earn marks and summarise the level descriptors for longer answers. Accept any valid answer that is supported by the text. Model answers show one possible response.

Starting point check

- 1 the warm-up
- 2 compare two options
- 3 think about the card
- 4 Yes, because it relaxes me — for example, I swim after school every Friday.
- 5 I see your point, but...
- 6 Example (or experience)
- 7 had
- 8 than
- 9 describe it in other words
- 10 Handwriting

Unit 1 · Sheet A — The speaking test explained

- 1 10–15 minutes
- 2 Warm-up
- 3 three
- 4 1 minute
- 5 think and look at the card
- 6 2 minutes
- 7 two
- 8 discussion
- 9 Vocabulary
- 10 10
- 11 Development
- 12 more general and abstract
- 13 It often does not answer the actual question and sounds unnatural, so Development and Pronunciation marks suffer.
- 14 e.g. breathe slowly; smile and answer in full sentences; remember it is not marked; listen carefully to each question.

Unit 1 · Sheet B — The speaking test explained

1 (a) Model: "I really enjoy drawing comics. I started when I was about ten, and now I post a short story online every week, which my friends read." (2 marks: direct answer + developed reason/example.) **(2)** **(b)** Model: "Mostly with others, because I get bored on my own. For example, on Sundays my cousins and I cycle to the beach together." (2 marks: direct answer + developed reason/example.) **(2)** **(c)** Model: "When I was younger I played outside all day, but now I have more homework, so I usually relax with music or games in the evening." (2 marks: direct answer + developed reason/example.) **(2)**

2 (a) Any four relevant points (1 each), e.g. sports club: keeps you fit, teamwork, competitions; music group: creative, performance confidence, costs of an instrument, quieter practice. **(4)** **(b)** Model: "Today I'm going to compare two ways of spending time after school: a sports club and a music group. Both sound fun, but they offer quite different benefits." (1 introduces topic, 1 names both options, 1 signposting language.) **(3)** **(c)** Model: "On balance, I would choose the sports club, because I spend all day sitting in lessons and I need exercise. A music group is creative, but buying an instrument is expensive." (1 clear choice, 2 for reasons that compare the options.)

Examiner rewards: **Grammar** – accurate, varied structures;

Vocabulary – precise, topic-specific words; **Development** – relevant, extended ideas; **Pronunciation** – clear sounds, stress and intonation. **(3)**

3 (a) Model: "I think schools set a lot of homework, and many teenagers also have extra classes, so their evenings disappear. In Asia especially, tuition after school is very common." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) **(3)** **(b)** Model: "I partly agree. Activities build confidence and teamwork, but if students are forced, they may not enjoy them, so offering a wide choice is better." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) **(3)** **(c)** Model: "Having one hobby lets you become really skilled, whereas trying many helps you discover talents. Perhaps young people should experiment first, then focus." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) **(3)** **(d)** Model: "Probably more of them will be online, such as virtual reality sports. However, I believe people will always need to meet face to face." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) **(3)**

4 (a) e.g. I really like football because it keeps me fit, and every Saturday I play for a local youth team. **(2)** **(b)** e.g. A sports club keeps you active, whereas a music group develops creativity. **(2)**

Unit 2 · Sheet A — Warm-up and interview answers

- 1 have visited
- 2 went
- 3 taking
- 4 going
- 5 once a fortnight
- 6 Probably biology, because...
- 7 I like music, especially the band my brother plays in.
- 8 but / although
- 9 since
- 10 for
- 11 e.g. There are four of us: my parents, my younger sister and me. My dad is an engineer and my mum runs a small bakery. We are very close, and we always eat dinner together on Sundays.
- 12 e.g. I like the friendly teachers, who always explain things patiently. We also have a great science lab. However, I wish we had more clubs at lunchtime.
- 13 e.g. I usually wake up at six and have rice soup for breakfast. Then my mum drives me to school, which takes about twenty minutes. Lessons start at eight, so I chat with friends first.
- 14 e.g. Not really, to be honest. I can make simple things like fried rice, but I usually leave the cooking to my dad because he's much better at it.

Unit 2 · Sheet B — Warm-up and interview answers

- 1 (a) Model: "I live with my parents and my grandmother, which is quite common in Thailand. My grandmother looks after us when my parents are working late." (2 marks: direct answer + developed reason/example.) [2] (b) Model: "We love going to the beach on Sunday evenings. We buy seafood from a stall and just talk for hours." (2 marks: direct answer + developed reason/example.) [2] (c) Model: "I usually wash the dishes after dinner and I feed our two cats. Recently I've also started doing my own laundry." (2 marks: direct answer + developed reason/example.) [2]
- 2 (a) Any four relevant points (1 each), e.g. home: cheaper, no packing, time to rest, can see local friends; trip: new experiences, memories, expensive, tiring travel. [4] (b) Model: "I'd like to talk about two ways to spend a family holiday. The first is staying at home together, and the second is going away on a trip." (1 introduces topic, 1 names both options, 1 signposting language.) [3] (c) Model: "Personally, I would choose a trip, because we spend so much time at home already. Even a short trip creates memories, whereas holidays at home can feel like ordinary weekends." (1 clear choice, 2 for reasons that compare the options.)
- Examiner rewards:* **Grammar** – accurate, varied structures; **Vocabulary** – precise, topic-specific words; **Development** – relevant, extended ideas; **Pronunciation** – clear sounds, stress and intonation. [3]
- 3 (a) Model: "It's very important, because busy parents and teenagers can easily become strangers. Even sharing one meal a day helps families stay close." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (b) Model: "I think so. In the past people had fewer screens, so evenings were shared. Now everyone is often on a different device." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (c) Model: "I don't think so, because everyone who lives in a home should share the work. However, a reward for extra jobs could teach young people about money." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (d) Model: "Grandparents can pass on traditions and help with childcare, which saves money. On the other hand, different generations may disagree about rules." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3]
- 4 (a) I have lived here since I was five. [2] (b) e.g. We almost always eat together on weekday evenings, usually around seven. [2]

Unit 3 · Sheet A — Developing answers with A-R-E

- 1 Example / experience
- 2 Reason
- 3 Answer
- 4 an alternative view
- 5 because / as / since
- 6 For
- 7 That
- 8 as
- 9 ...because my brain feels fresh.
- 10 e.g. I take the bus because it is cheap.
- 11 e.g. Yes, I love it. It helps me stay healthy and relieve stress. For example, I swim every Tuesday and always sleep better afterwards.
- 12 e.g. Yes, I'd love to, mainly because I want to improve my English. In fact, my cousin studied in Australia and came back far more confident.
- 13 e.g. Partly. It's useful in emergencies because parents can contact you. For instance, my mum texted me when our car broke down. On the other hand, phones distract students in lessons.

Unit 3 · Sheet B — Developing answers with A-R-E

- 1 (a) Model: "Usually at the kitchen table, because the light is good and my mum can help me. I tried my bedroom, but I kept looking at my phone." (2 marks: direct answer + developed reason/example.) [2] (b) Model: "Chemistry, mainly because there is so much to memorise. For example, learning the reactivity series took me weeks." (2 marks: direct answer + developed reason/example.) [2] (c) Model: "My Year 8 English teacher really helped me. She encouraged me to read graded novels, and my vocabulary improved enormously." (2 marks: direct answer + developed reason/example.) [2]
- 2 (a) Any four relevant points (1 each), e.g. library: quiet, serious atmosphere, books available, travel time; home: comfortable, snacks, family noise, phone distractions. [4] (b) Model: "When it comes to revising for exams, students usually choose between a public library and their own home. I'd like to compare these two options." (1 introduces topic, 1 names both options, 1 signposting language.) [3] (c) Model: "Overall, I'd choose the library. Although home is more comfortable, I concentrate far better when everyone around me is studying too." (1 clear choice, 2 for reasons that compare the options.)
Examiner rewards: **Grammar** – accurate, varied structures; **Vocabulary** – precise, topic-specific words; **Development** – relevant, extended ideas; **Pronunciation** – clear sounds, stress and intonation. [3]
- 3 (a) Model: "Mainly because of phones and social media, which are designed to grab attention. Lack of sleep also affects concentration." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (b) Model: "It depends on the task. Learning facts is easier alone, whereas groups help you understand difficult ideas because you can explain to each other." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (c) Model: "I believe exams are necessary because they show what we know fairly. However, coursework could reduce stress for students who panic in tests." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (d) Model: "AI tutors will probably give instant feedback, which could help students learn faster. Even so, human teachers will still be needed for motivation." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3]
- 4 (a) Answer – Reason – Example. [2] (b) e.g. That said, they can be far away and have short opening hours. [2]

Unit 4 · Sheet A — Opinions, agreeing and disagreeing

- 1 I agree with you.
- 2 To some extent, yes.
- 3 I see your point, but I'm not sure.
- 4 far
- 5 up to
- 6 balance
- 7 convinced
- 8 considered
- 9 Nevertheless
- 10 e.g. I completely agree, because cooking is a life skill and it's healthier than buying takeaways.
- 11 e.g. I'm not so sure about that. Some games improve problem-solving and teamwork, for example strategy games.
- 12 e.g. To some extent, yes, because they distract students in lessons. On the other hand, they can be useful for research and emergencies. On balance, I think phones should be allowed only at break times.
- 13 e.g. As far as I'm concerned, a healthy diet is essential because it gives you energy. However, I don't think the occasional treat is harmful. In fact, banning sweets completely can make people want them more.

Unit 4 · Sheet B — Opinions, agreeing and disagreeing

- 1 (a) Model: "I try to walk to school when it isn't too hot, and I play basketball twice a week. I also drink a lot of water, which my coach recommends." (2 marks: direct answer + developed reason/example.) [2] (b) Model: "On school nights only about seven hours, because I often finish homework late. At weekends I catch up and sleep until nine." (2 marks: direct answer + developed reason/example.) [2] (c) Model: "Yes, last summer I tried rock climbing at an indoor centre. It was terrifying at first, but by the end I'd reached the top wall." (2 marks: direct answer + developed reason/example.) [2]
- 2 (a) Any four relevant points (1 each), e.g. gym: equipment, trainers, air-conditioned, monthly fee; outdoors: free, fresh air, scenery, heat/rain, traffic danger. [4] (b) Model: "My friend wants to get fit, so I'm going to compare joining a gym with exercising outdoors, such as running or cycling." (1 introduces topic, 1 names both options, 1 signposting language.) [3] (c) Model: "All things considered, I'd recommend exercising outdoors, at least at first, because it's free and more varied. Later, if my friend wants to lift weights, a gym would be worth the cost." (1 clear choice, 2 for reasons that compare the options.)
- Examiner rewards:* **Grammar** – accurate, varied structures; **Vocabulary** – precise, topic-specific words; **Development** – relevant, extended ideas; **Pronunciation** – clear sounds, stress and intonation. [3]
- 3 (a) Model: "To some extent, yes. Many of us sit for hours with screens, whereas our grandparents walked everywhere. On the other hand, we know more about nutrition now." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (b) Model: "I agree up to a point. A sugar tax could reduce how much fizzy drink people buy. However, it is unfair on poorer families unless healthy food becomes cheaper too." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (c) Model: "Mainly parents, because children eat most meals at home. Even so, schools should teach healthy habits and provide daily exercise." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (d) Model: "Absolutely. If you are stressed or anxious, it is hard to study or even sleep. Schools should talk about it openly, as they do about exercise." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3]
- 4 (a) e.g. In my view... / As far as I'm concerned... / I'm convinced that... [2] (b) e.g. I agree up to a point, but some people prefer free outdoor exercise. [2]

Unit 5 · Sheet A — Comparing and contrasting two options

- 1 more convenient
- 2 cheaper
- 3 better
- 4 as; as
- 5 whereas / while
- 6 much cheaper
- 7 Both options
- 8 Turning to the second option...
- 9 If I had to choose, I'd go for the second option.
- 10 e.g. A phone is easy to carry, whereas a laptop has a bigger screen for typing essays.
- 11 e.g. Both cats and dogs need regular food, vet visits and attention.
- 12 e.g. Tea is lighter and has less caffeine, whereas coffee wakes you up quickly. Both can be healthy if you don't add much sugar. If I had to choose, I'd go for tea because it doesn't keep me awake at night.
- 13 Living in a flat is easier than living in a house.

Unit 5 · Sheet B — Comparing and contrasting two options

- 1 (a) Model: "Not really, to be honest. Shopping centres are crowded at weekends, so I only go when I need something specific, such as new trainers." (2 marks: direct answer + developed reason/example.) [2] (b) Model: "The last thing I bought was a phone case. I chose a clear one, because I wanted to show the colour of my phone." (2 marks: direct answer + developed reason/example.) [2] (c) Model: "Usually with my mum, because she pays! Sometimes I go with friends, but then we mainly eat and look rather than buy." (2 marks: direct answer + developed reason/example.) [2]
- 2 (a) Any four relevant points (1 each), e.g. online: wider choice, discounts, home delivery, can't try on, returns difficult; shop: try on, see quality, take home today, travel time, crowds. [4] (b) Model: "If I needed clothes for a special event, I could either order them online or go to a shop. Both options have clear advantages, so let me compare them." (1 introduces topic, 1 names both options, 1 signposting language.) [3] (c) Model: "If I had to choose, I'd go to a shop, because for a special event the fit really matters. Online shopping is cheaper, whereas in a shop I can be sure the clothes look right." (1 clear choice, 2 for reasons that compare the options.) *Examiner rewards:* **Grammar** – accurate, varied structures; **Vocabulary** – precise, topic-specific words; **Development** – relevant, extended ideas; **Pronunciation** – clear sounds, stress and intonation. [3]
- 3 (a) Model: "It has made life more convenient, as people can buy almost anything from their sofa. However, many small shops have closed as a result." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (b) Model: "I believe so. Fast fashion is so cheap that people wear clothes a few times and throw them away, which creates huge amounts of waste." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (c) Model: "Yes, because children cannot always tell the difference between advertising and information, so they may pressure parents to buy unhealthy products." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (d) Model: "Not completely. Shops may become places for experiences, such as cafés or workshops, whereas basic shopping will happen online." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3]
- 4 (a) e.g. Online shopping is usually cheaper than shopping in town. Shops are more reliable for checking size. [2] (b) e.g. Turning to the second option, ... / Moving on to shopping in person, ... [2]

Unit 6 · Sheet A — Speculating and hypothesising

- 1 had
- 2 is
- 3 were
- 4 would not have missed / wouldn't have missed
- 5 would be
- 6 If I won, I would travel.
- 7 is bound to
- 8 I imagine that...
- 9 might / could / may
- 10 e.g. If I could live anywhere, I'd choose New Zealand, because I love mountains and outdoor sports.
- 11 e.g. If I had revised earlier, I would have felt calmer before my exams.
- 12 e.g. Cities might have far more green spaces and fewer cars. Transport will probably be electric and driverless. I suppose some people will still prefer to live in the countryside, though.

Unit 6 · Sheet B — Speculating and hypothesising

- 1 (a) Model: "I'd like to become an architect, because I love drawing buildings. If I could, I'd design eco-friendly homes in Thailand." (2 marks: direct answer + developed reason/example.)
[2] (b) Model: "Yes, I sometimes help in my uncle's phone repair shop. I talk to customers and I've learnt to be patient with them." (2 marks: direct answer + developed reason/example.) [2] (c) Model: "If I had a year off, I would travel around South America and learn Spanish, which I've always wanted to do." (2 marks: direct answer + developed reason/example.) [2]
- 2 (a) Any four relevant points (1 each), e.g. job: earn money, learn responsibility, may be boring, fixed hours; volunteering: help others, impressive on applications, unpaid, meet different people.
[4] (b) Model: "This summer I could either get a part-time job or volunteer for a local charity. I'd like to think about what might happen with each choice." (1 introduces topic, 1 names both options, 1 signposting language.) [3] (c) Model: "If I had to decide today, I'd choose volunteering. I might not earn money, but I would gain experiences that could help my university application." (1 clear choice, 2 for reasons that compare the options.)
Examiner rewards: **Grammar** – accurate, varied structures; **Vocabulary** – precise, topic-specific words; **Development** – relevant, extended ideas; **Pronunciation** – clear sounds, stress and intonation. [3]
- 3 (a) Model: "I suppose they want independence, because earning money means they don't have to ask their parents. It might also teach them how hard adults work." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (b) Model: "Jobs that repeat simple tasks, such as checkout staff, might disappear because machines can do them. However, new jobs, like AI trainers, will probably appear." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (c) Model: "If I could change one thing, I'd introduce a four-day week, so people would have more time for family and health." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (d) Model: "Not really. Money matters, but if you hated your job, you would be unhappy every day. Job satisfaction is probably more important." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3]
- 4 (a) If I have time, I will help. / If I had time, I would help. [2] (b) e.g. Artificial intelligence is likely to change many office jobs. [2]

Unit 7 · Sheet A — Talking about the past and future

- 1 went
- 2 was walking
- 3 have; seen
- 4 used
- 5 is going to rain
- 6 am meeting
- 7 I saw that film last week.
- 8 taught
- 9 will
- 10 e.g. I used to play the piano every day. I used to live in Bangkok before we moved to Pattaya.
- 11 e.g. Two years ago we went to Chiang Mai. While we were hiking, we saw wild elephants. I've wanted to go back ever since.
- 12 e.g. I'm going to start my IGCSE courses. I'm also joining the school debate team in September. I think it will be hard work but exciting.

Unit 7 · Sheet B — Talking about the past and future

- 1 (a) Model: "Loy Krathong, because it's so beautiful. Last year I made my own krathong from banana leaves and floated it on the lake with my friends." (2 marks: direct answer + developed reason/example.) [2] (b) Model: "We went to a seafood restaurant by the beach. My friends had secretly ordered a cake, so I was really surprised when it arrived." (2 marks: direct answer + developed reason/example.) [2] (c) Model: "We're going to have a sleepover at my friend's house. We've already planned a film marathon!" (2 marks: direct answer + developed reason/example.) [2]
- 2 (a) Any four relevant points (1 each), e.g. party: everyone included, fun activities, lots of organising, noise; meal: relaxed, easy to book, expensive per person, fewer people. [4] (b) Model: "To celebrate the end of the year, our class could either have a big party or go out for a small meal. I'll talk about both." (1 introduces topic, 1 names both options, 1 signposting language.) [3] (c) Model: "In the end, I'd choose the party. Last year's meal was nice, but only half the class came, whereas a party includes everyone." (1 clear choice, 2 for reasons that compare the options.)
Examiner rewards: **Grammar** – accurate, varied structures; **Vocabulary** – precise, topic-specific words; **Development** – relevant, extended ideas; **Pronunciation** – clear sounds, stress and intonation. [3]
- 3 (a) Model: "In some ways they are less important, because young people used to help prepare for weeks, whereas now we often buy everything. But festivals still bring families together." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (b) Model: "I think so. Weddings, for example, have become extremely expensive, and some couples start married life in debt." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (c) Model: "Humans are social, and celebrations give us shared memories. They also mark important stages of life." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (d) Model: "More people will probably share celebrations online with relatives abroad. However, I believe the food and traditions will remain." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3]
- 4 (a) Last year I celebrated Songkran in Bangkok. [2] (b) e.g. We were watching the fireworks when it started to rain. [2]

Unit 8 · Sheet A — Extending to abstract ideas

- 1 Team sports teach young people cooperation.
- 2 This could lead to...
- 3 From a parent's point of view...
- 4 Generally
- 5 due
- 6 responsibility
- 7 opportunity
- 8 development
- 9 e.g. Technology improves communication, healthcare and access to education.
- 10 e.g. Many students around the world suffer from exam stress, which can affect their health and performance.
- 11 e.g. This is largely due to better job opportunities in cities. Young people also want access to universities and entertainment. As a result, some villages are left with mainly elderly residents.
- 12 e.g. From a moral point of view, I believe they should, because global problems affect everyone. From an economic perspective, helping other countries grow creates new trading partners. However, aid must reach the people who need it.

Unit 8 · Sheet B — Extending to abstract ideas

- 1 (a) Model: "I like that it's close to the sea and there's a great market every evening. Our neighbours are friendly too, so it feels safe." (2 marks: direct answer + developed reason/example.) [2] (b) Model: "Only a few, to be honest. We live in a condo, so people come and go a lot. I usually chat with the security guard more than anyone!" (2 marks: direct answer + developed reason/example.) [2] (c) Model: "Yes, last year I joined a beach clean-up organised by my school. We collected more than fifty bags of rubbish in one morning." (2 marks: direct answer + developed reason/example.) [2]
- 2 (a) Any four relevant points (1 each), e.g. park: free for everyone, trees improve air, family use, affected by weather/heat; sports centre: all-weather, organised classes, entry fees, expensive to run. [4] (b) Model: "The council can build only one new facility, so I'd like to compare a public park with an indoor sports centre and decide which would benefit the town more." (1 introduces topic, 1 names both options, 1 signposting language.) [3] (c) Model: "On balance, I'd choose the park, because everyone can use it for free, whereas a sports centre usually charges fees. A park would also improve air quality." (1 clear choice, 2 for reasons that compare the options.)
Examiner rewards: **Grammar** – accurate, varied structures; **Vocabulary** – precise, topic-specific words; **Development** – relevant, extended ideas; **Pronunciation** – clear sounds, stress and intonation. [3]
- 3 (a) Model: "Generally speaking, city life is busy and people move frequently, so they don't build relationships. Long working hours also leave little time for socialising." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (b) Model: "Young people could volunteer, for example teaching technology skills to elderly people. This could lead to stronger links between generations." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (c) Model: "That's a complex issue. Transport helps the economy, but public spaces improve health. From a long-term perspective, I'd say both are investments." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (d) Model: "I don't think so. Online communities exist, but in an emergency, like a flood, it is your real neighbours who help you." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3]
- 4 (a) e.g. From an environmental point of view, a park would absorb pollution and provide shade. [2] (b) e.g. Inequality in society... [2]

Unit 9 · Sheet A — Fluency fillers and repair strategies

- 1 That's an interesting question...
- 2 I go — sorry, I went — there yesterday.
- 3 Could you repeat the question, please?
- 4 kind / type
- 5 use
- 6 meant
- 7 Let
- 8 e.g. It's the thing you hold over your head to stay dry when it rains.
- 9 e.g. It's a person who looks after your teeth.
- 10 e.g. It's the small document you show at the airport to travel to another country.
- 11 She doesn't like spicy food. (e.g. "She don't — sorry, she doesn't — like spicy food.")
- 12 e.g. That's a difficult one, actually. I've never really thought about it, but I suppose...

Unit 9 · Sheet B — Fluency fillers and repair strategies

- 1 (a) Model: "Well, I love spicy food, especially green curry. My grandmother makes the best one — she uses fresh chillies from her garden." (2 marks: direct answer + developed reason/example.)
[2] (b) Model: "Yes, a little. I can make pad kra pao — that's, um, stir-fried basil with chicken. I learnt it from a cooking video last year." (2 marks: direct answer + developed reason/example.) [2]
(c) Model: "Let me think... For breakfast I had toast, then at school I had noodle soup, and in the evening we ordered pizza because everyone was tired." (2 marks: direct answer + developed reason/example.) [2]
- 2 (a) Any four relevant points (1 each), e.g. home: healthier, cheaper, family time cooking, takes effort; eating out: quick, tasty, expensive, unhealthy oils, no washing up. [4] (b) Model: "On busy evenings, families can either cook at home or eat out. I'd like to look at both, especially in terms of health, cost and time." (1 introduces topic, 1 names both options, 1 signposting language.)
[3] (c) Model: "Personally, I'd choose cooking at home most nights, because it's healthier and cheaper. That said, eating out once a week gives everyone a break." (1 clear choice, 2 for reasons that compare the options.)
Examiner rewards: **Grammar** – accurate, varied structures;
Vocabulary – precise, topic-specific words; **Development** – relevant, extended ideas; **Pronunciation** – clear sounds, stress and intonation. [3]
- 3 (a) Model: "That's an interesting question. I suppose it's mainly because it's quick and cheap, and people are busier than ever." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3] (b) Model: "Yes, definitely. If young people learnt to cook, they would eat more healthily and save money when they leave home." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.)
[3] (c) Model: "Let me think... There's much more international food now — sushi and burgers are everywhere. However, street food is still a big part of daily life." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.)
[3] (d) Model: "Probably. We might eat less meat for environmental reasons, and perhaps insects or lab-grown meat will become normal." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) [3]
- 4 (a) e.g. It's a deep round pan you use for stir-frying. [2] (b) e.g. Well, let me think... / That's a good question... [2]

Unit 10 · Sheet A — Pronunciation, stress and intonation

- 1 en-VI-ron-ment
- 2 tech-NO-lo-gy
- 3 COM-for-ta-ble
- 4 ed-u-CA-tion
- 5 to re-CORD
- 6 three
- 7 falls
- 8 rises
- 9 t
- 10 Id (id)
- 11 I'd **rather** live by the **sea** than in the **mountains**.
- 12 When I finish school / I want to study engineering / in Australia / because they have excellent universities.
- 13 Personal answer; e.g. *vegetable* (VEJ-ta-ble), *clothes*, *thought*. Check with a dictionary audio.

Unit 10 · Sheet B — Pronunciation, stress and intonation

1 (a) Model: "I really enjoy mystery series, especially Korean ones. I like trying to solve the crime before the detective does." (2 marks: direct answer + developed reason/example.) **[2]** **(b)** Model: "Almost every day, to be honest, usually for about an hour after dinner. At weekends it's probably more." (2 marks: direct answer + developed reason/example.) **[2]** **(c)** Model: "Last weekend I watched an animated film about a girl who could talk to animals. The animation was stunning, and the ending made me cry." (2 marks: direct answer + developed reason/example.) **[2]**

2 (a) Any four relevant points (1 each), e.g. cinema: big screen, sound, special outing, tickets and snacks expensive, fixed times; home: cheaper, pause anytime, comfortable, distractions, smaller screen. **[4]** **(b)** Model: "This weekend my friends and I want to watch a new film. We could go to the cinema, or stay at home and stream it. Let me compare the two." (1 introduces topic, 1 names both options, 1 signposting language.) **[3]** **(c)** Model: "In the end, I'd choose the cinema, because the huge screen and sound make it a real event. Streaming is cheaper, but at home everyone looks at their phones." (1 clear choice, 2 for reasons that compare the options.)

Examiner rewards: **Grammar** – accurate, varied structures;

Vocabulary – precise, topic-specific words; **Development** – relevant, extended ideas; **Pronunciation** – clear sounds, stress and intonation. **[3]**

3 (a) Model: "I believe they will, but there may be fewer of them. People still want special experiences, like 3D and IMAX, which you can't get at home." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) **[3]** **(b)** Model: "Yes, because some content is too violent for children. However, parents should make the final decision for their own family." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) **[3]** **(c)** Model: "Hugely. Social media affects what young people wear, buy and even believe, so it's important to learn to question what we see." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) **[3]** **(d)** Model: "Generally speaking, books give more detail and let you imagine the characters. Films, on the other hand, can bring a story to life for people who don't enjoy reading." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.)

[3]

4 (a) en-ter-TAIN-ment; doc-u-MEN-ta-ry **[2]** **(b)** e.g. In the end, / I'd choose the cinema, / because the huge screen / makes it a real event. **[2]**

Unit 11 · Sheet A — Topic practice: technology

1 charge

2 went

3 install

4 browsing

5 touch

6 misinformation

7 cyberbullying

8 Technology changes fast.

9 Phones can be addictive for some people.

10 e.g. Probably my dictionary app, because I use it in almost every lesson. It even pronounces words, which helps with speaking. Last week it helped me understand a difficult science text.

11 e.g. To some extent, yes, because people often look at screens instead of talking. However, technology also helps us keep in touch with friends abroad. On balance, it depends how we use it.

Unit 11 · Sheet B — Topic practice: technology

1 (a) Model: "I use my laptop for research and to submit homework online. I also watch revision videos when I don't understand a topic in class." (2 marks: direct answer + developed reason/example.) **[2]** **(b)** Model: "My phone, definitely, because it's my camera, map and music player all in one. Last month I lost it for a day and felt completely lost myself!" (2 marks: direct answer + developed reason/example.) **[2]** **(c)** Model: "Yes, my laptop crashed the night before an essay was due. Luckily, I had saved it online, so I didn't lose anything." (2 marks: direct answer + developed reason/example.) **[2]**

2 (a) Any four relevant points (1 each), e.g. classroom: teacher feedback, classmates, fixed schedule, travel and fees; online: study anytime, cheaper, need self-discipline, no immediate help.

[4] **(b)** Model: "If I wanted to take an extra course, I could study in a classroom with a teacher or learn online. Both options would suit different people." (1 introduces topic, 1 names both options, 1 signposting language.) **[3]** **(c)** Model: "If I had to choose, I'd study in a classroom, because I need a teacher to correct my mistakes. Online learning is flexible, whereas I'd probably lose motivation on my own." (1 clear choice, 2 for reasons that compare the options.)

Examiner rewards: **Grammar** – accurate, varied structures;

Vocabulary – precise, topic-specific words; **Development** – relevant, extended ideas; **Pronunciation** – clear sounds, stress and intonation. **[3]**

3 (a) Model: "I doubt it. AI can explain facts and mark work quickly, but teachers motivate and care about students, which machines cannot really do." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) **[3]** **(b)** Model: "I don't think children under about twelve need one. A basic phone for emergencies is enough, because smartphones can expose them to harmful content." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.)

[3] **(c)** Model: "Criminals could use it for fraud, and photos posted now could affect future job applications. As a result, people should check their privacy settings." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) **[3]** **(d)** Model: "On balance, yes. Medical technology saves millions of lives, and the internet gives people access to education. Even so, we must manage problems like addiction." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) **[3]**

4 (a) e.g. browse the internet; keep in touch; privacy settings; submit homework online. **[2]** **(b)** e.g. Online learning can be less effective for students who lack self-discipline. **[2]**

Unit 12 · Sheet A — Topic practice: environment and travel

1 footprint

2 emissions

3 long

4 overtourism

5 One solution

6 We had a great trip to Krabi.

7 I love nature.

8 sustainable

9 e.g. Tourists leave plastic bottles on beaches, so the plastic ends up in the sea and harms turtles. One solution would be to ban single-use plastic on beaches.

10 e.g. Young people can reduce waste by using refillable bottles. They could also walk or cycle short distances instead of asking for lifts. Most importantly, they can persuade their families to make greener choices.

Unit 12 · Sheet B — Topic practice: environment and travel

1 (a) Model: "We went to Koh Chang for four days. We stayed in a small bungalow near the beach and went snorkelling every morning." (2 marks: direct answer + developed reason/example.)

[2] **(b)** Model: "My dad drops me off on his way to work, but I'd like to cycle when I'm older, because it's greener and good exercise." (2 marks: direct answer + developed reason/example.)

[2] **(c)** Model: "I'd love to visit Iceland, because I've always wanted to see the Northern Lights and glaciers before they melt." (2 marks: direct answer + developed reason/example.) **[2]**

2 (a) Any four relevant points (1 each), e.g. train: lower emissions, scenery, part of the adventure, much slower, tiring; plane: fast, more time on holiday, sometimes cheap, higher carbon footprint.

[4] **(b)** Model: "For a holiday in Singapore, my family could take the train, which takes about two days, or fly in around two hours. I'll compare these options." (1 introduces topic, 1 names both options, 1 signposting language.) **[3]** **(c)** Model: "All things considered, I'd choose the train for a long holiday, because the journey itself becomes an adventure and it has a smaller carbon footprint. For a short trip, though, flying makes more sense." (1 clear choice, 2 for reasons that compare the options.)

Examiner rewards: **Grammar** – accurate, varied structures;

Vocabulary – precise, topic-specific words; **Development** – relevant, extended ideas; **Pronunciation** – clear sounds, stress and intonation. **[3]**

3 (a) Model: "To some extent, yes. Higher prices might reduce unnecessary flights. However, it would be unfair if only rich people could travel, so trains should be made cheaper too." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) **[3]** **(b)** Model: "Mainly governments and companies, because they control the biggest sources of pollution. Even so, individual choices add up and send a message." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) **[3]** **(c)** Model: "Tourism creates jobs and brings money, which is vital in places like Thailand. On the other hand, it can push up prices and damage natural sites." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) **[3]** **(d)** Model: "Electric planes might be used for short flights, and high-speed trains could link more Asian cities. People may also travel less often but stay longer." (3 marks: opinion + reason + example or consequence; ideas go beyond personal experience.) **[3]**

4 (a) Last year we had a wonderful trip in nature. / ...spent time in nature. **[2]** **(b)** e.g. Governments could encourage greener travel by lowering train fares. **[2]**

End-of-book check

1 three

2 up to 2 minutes

3 general and more abstract

4 choice / decision

5 whereas / while

6 were

7 have; tried

8 This could lead to...

9 pho-TO-gra-pher

10 Grammar, Vocabulary, Development, Pronunciation (10 marks each, 40 in total).

Practice speaking test

1 (a) Model: "I play volleyball for my school team and I watch Premier League football with my dad every weekend." **(b)** Model: "Last year I went to a national volleyball match in Bangkok. The atmosphere was electric, and our team won in the final set." **(c)** Model: "Yes, I'd like to try surfing, because I live near the sea and it looks exciting, although I'd need lessons first."

2 (a) Indicative content: team sport — friendships, shared pressure, learning cooperation, fixed training times; individual sport — personal responsibility, train anytime, progress depends on you, can be lonely. Clear choice with comparison (e.g. "If I had to choose, I'd recommend a team sport, because...").

Examiner rewards: **Grammar** – accurate, varied structures;

Vocabulary – precise, topic-specific words; **Development** – relevant, extended ideas; **Pronunciation** – clear sounds, stress and intonation.

3 (a) Model: "Watching is relaxing and social, whereas playing needs fitness and time, which many adults lack." **(b)** Model: "Some are, I think, compared with nurses or teachers. However, their careers are short and they entertain millions." **(c)** Model: "Yes, because many teenagers would otherwise do no exercise at all, though schools should offer a choice of activities." **(d)** Model: "They bring tourism and new facilities, but they are extremely expensive, and some stadiums are rarely used afterwards."

4 (a) 9–10: wide range of complex structures, very few errors; 5–6: some complex structures, errors do not block meaning; 1–2: simple structures, frequent errors. **[10]** **(b)** 9–10: precise, varied topic vocabulary; 5–6: adequate range, some imprecision; 1–2: basic words only. **[10]** **(c)** 9–10: fully relevant, extended answers, ideas well linked, talk fills the time; 5–6: some development, may be repetitive; 1–2: very short answers. **[10]** **(d)** 9–10: clear throughout, effective stress and intonation; 5–6: generally clear, some strain for the listener; 1–2: often hard to understand. **[10]**

5 (a) Model: "We have a golden retriever called Mango. He's very lazy but loves swimming in the sea." **(b)** Model: "Last month we went to Khao Yai National Park. We hiked to a waterfall and saw a family of hornbills." **(c)** Model: "Probably elephants, because they're so intelligent and they look after each other in their families."

6 (a) Indicative content: zoo — guaranteed to see animals, educational talks, close to town, concerns about cages and welfare; nature reserve — animals in natural habitat, conservation, may not see animals, further away. Clear choice with reasons comparing both.

Examiner rewards: **Grammar** – accurate, varied structures;

Vocabulary – precise, topic-specific words; **Development** – relevant, extended ideas; **Pronunciation** – clear sounds, stress and intonation.

7 (a) Model: "Good zoos protect endangered species through breeding programmes, but poor zoos should be closed." **(b)** Model: "Mainly because of habitat loss, as forests are cut down for farming, and also because of hunting and climate change." **(c)** Model: "Governments should create protected areas, but local communities and tourists also need to respect nature." **(d)** Model: "I believe so, because animals such as monkeys suffer outside their natural environment and the trade encourages smuggling."

8 (a) 9–10: wide range of complex structures, very few errors; 5–6: some complex structures, errors do not block meaning; 1–2: simple structures, frequent errors. **[10]** **(b)** 9–10: precise, varied topic vocabulary; 5–6: adequate range, some imprecision; 1–2: basic words only. **[10]** **(c)** 9–10: fully relevant, extended answers, ideas well linked, talk fills the time; 5–6: some development, may be repetitive; 1–2: very short answers. **[10]** **(d)** 9–10: clear

throughout, effective stress and intonation; 5–6: generally clear, some strain for the listener; 1–2: often hard to understand. **[10]**