



BRITISH LEARNING CENTRE

PEARSON EDEXCEL INTERNATIONAL GCSE · 4ES1

English as a Second Language

Speaking

Preparation for the optional, separately endorsed 4ES1 speaking test
(Paper 3): a 9–12 minute, three-part interview marked on content,
fluency and pronunciation, vocabulary and grammar. Strategies, useful
phrases, model answers and original practice prompts.

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.
--	--	--	---

My progress tracker

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

#	Test part	Topic · I can...	R	A	G
1	Parts 1–3	How the speaking test works I can describe the three parts of the speaking test and the four things examiners reward.			
2	Part 1	Answering personal questions I can answer familiar questions directly and add one or two useful details.			
3	Parts 1–3, Content	Extending answers: reasons and examples I can extend an answer with a reason, an example or a personal experience.			
4	Part 3, Content	Giving and justifying opinions I can give a clear opinion, justify it and show I understand the other side.			
5	Part 2	Part 2: planning in one minute I can use one minute to make clear, useful notes for a short talk.			
6	Part 2	Part 2: delivering a short talk I can give an organised talk of 1–2 minutes with clear signposting.			
7	Part 3, Content	Part 3: discussion and interaction I can respond to follow-up questions, build on ideas and keep a discussion going.			
8	Part 3, Grammar	Speculating and imagining I can speculate about the future and imagine situations using modals and conditionals.			
9	Part 3, Lexis	Comparing then and now I can compare the past and present and talk about change accurately.			
10	Pronunciation and fluency	Fluency and repair strategies I can keep talking smoothly, fill pauses naturally and correct myself when I make a mistake.			
11	Pronunciation and fluency	Pronunciation: stress and intonation I can stress words and key ideas correctly and use intonation to sound clear and natural.			
12	Parts 1–3	Topic practice: original test prompts I can apply all my strategies to complete Part 1, 2 and 3 tasks on a range of topics.			



CHECK

Starting point check

Starting point check

Name _____ Date _____ Score _____ / 10

Choose the best answer or complete the sentence. This shows what you already know.

- 1 How many parts does the speaking test have?
☐ two ☐ three ☐ four
- 2 In Part 2 you have...
☐ no preparation time ☐ 1 minute to prepare ☐ 10 minutes to prepare
- 3 Q: *What do you usually do on Sundays?* Best answer?
☐ Sleep. ☐ I usually sleep late, then I help my mum at her shop in the afternoon.
☐ Sunday is the day after Saturday.
- 4 I prefer tea _____ coffee.
- 5 Which phrase gives an example?
☐ for instance ☐ as a result ☐ however
- 6 Which is correct?
☐ I am agree. ☐ I agree. ☐ I agreeing.
- 7 If I _____ (have) more time, I would learn the guitar.
- 8 You forget a word. Best strategy?
☐ Stop and wait. ☐ Describe it in other words. ☐ Say it in your own language.
- 9 Which syllable is stressed in *important*?
☐ IM ☐ POR ☐ TANT
- 10 When I was a child, I _____ to live in Bangkok.

How the speaking test works

I can... describe the three parts of the speaking test and the four things examiners reward.

Test part: Parts 1–3

The 4ES1 speaking test (Paper 3) is optional. It is graded 9–1 and reported **separately** on your certificate, so it does not change your main grade. It is a recorded 9–12 minute conversation with an **interlocutor** (usually a teacher at your centre), marked by Pearson.

The interlocutor reads from a script and will not correct you. This is normal: keep talking.

Key words

interlocutor

task card

endorsement

criteria

fluency

Key points

- **Part 1** (2–3 minutes): warm-up questions about familiar topics.
- **Part 2** (about 3 minutes): you get a task card, 1 minute to make notes, then speak alone for 1–2 minutes.
- **Part 3** (5–6 minutes): a discussion linked to the Part 2 topic, moving from familiar ideas to general, more abstract ones.
- Four criteria, 10 marks each (total 40): communicative ability and content; pronunciation and fluency; lexical range and accuracy; grammatical range and accuracy.

Model exchange — the first minute

Examiner: Let's talk about free time. What do you usually do at the weekend?

Student: Well, on Saturdays I normally play badminton with my cousins, because it's the only time we can all meet. Sundays are more relaxed.

A direct answer, a reason and a second detail: the right length for Part 1.

Common mistakes

- Giving one-word answers, so the examiner hears very little of your English.
- Stopping Part 2 after 30 seconds — use the full 1–2 minutes.

Exam tip: Your notes from Part 2 are not marked, so write key words, not sentences.

Complete each sentence or choose the correct answer.

- 1 The speaking test lasts about _____ to _____ minutes.
- 2 The person who asks you the questions is called the _____.
- 3 In Part 2 you have _____ minute to prepare.
- 4 In Part 2 you speak alone for _____ to _____ minutes.
- 5 The test is marked out of _____ in total.
- 6 The speaking grade is...
☐ added to your main 4ES1 grade ☐ reported separately on your certificate
- 7 In Part 2 your written notes are...
☐ marked as part of your score ☐ not marked
- 8 Part 3 questions are linked to the Part _____ topic.
- 9 Part 3 questions usually become...
☐ simpler and more personal ☐ more general and abstract
- 10 Name the four criteria the examiner uses.

- 11 Why is a one-word answer a problem in Part 1?

- 12 What should you write on your Part 2 notes paper?

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

Speak each answer aloud, then mark it out of 6: content and development (2), range and accuracy of language (2), fluency and pronunciation (2).

- 1 Part 1 practice.** Answer: *Where do you live? What do you like about your area? Is there anything you would change?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence. **[6]**

- 2 Part 1 practice.** Answer: *What subjects do you enjoy at school? Which subject do you find difficult? Why?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence. **[6]**

- 3 Part 2 practice (1 minute to plan, then 1–2 minutes).** Task card: *Talk about a place where you like to spend time.* You could say: where it is; what you do there; who you go with; why it is special.

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence. **[6]**

4 Part 3 practice. Answer: *Why do you think young people like spending time in cafés? Should towns provide more free places for teenagers to meet?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence. **[6]**

5 Reflection. Record yourself answering one Part 1 question for 30 seconds. Listen back. What did you do well? What one thing will you improve?

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence. **[6]**

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

Answering personal questions

I can... answer familiar questions directly and add one or two useful details.

Test part: Part 1

Part 1 questions are about you: your home, school, free time, food, family and plans. They are easy on purpose, to help you relax. Answer the question **first**, then add one or two details. Aim for two to four sentences.

Listen for the tense in the question. *What do you usually do...?* needs the present simple; *What did you do last weekend?* needs the past; *What are you going to do...?* needs a future form.

Key words

frequency

routine

preference

detail

tense

Key points

- Frequency: *usually, normally, every now and then, hardly ever.*
- Preference: *I'm really into..., I'd rather... than..., I'm not keen on...*
- Honest openers: *Actually, ...; To be honest, ...; It depends, but...*
- Avoid repeating the whole question back: answer naturally.

Model exchange — weak and strong

Examiner: Do you like cooking?

Student: *Weak:* Yes, I like.

Student: *Strong:* Yes, I do, actually. I'm not an expert, but I often make noodles for my younger brother after school. I'd like to learn some Italian dishes, because pasta is my favourite food.

The strong answer uses three tenses and gives specific details.

Common mistakes

- Answering in the wrong tense (*Last weekend I go...*).
- Saying 'I like' with no object — say *I like it* or *I do*.
- Giving a memorised paragraph about yourself whatever the question is.

Exam tip: If you do not understand a question, ask: 'Sorry, could you repeat the question, please?' It is better than guessing.

Choose or write the correct word. Then improve the weak answers.

- 1 What do you usually do after school? — I ___ my homework first.
☐ do ☐ did ☐ am doing
- 2 What did you do last holiday? — I ___ my grandparents in Chiang Mai.
☐ visit ☐ visited ☐ have visited
- 3 What are your plans for next year? — I'm ___ to start learning Korean.
☐ going ☐ go ☐ went
- 4 How long have you lived here? — I ___ here since 2019.
☐ live ☐ lived ☐ have lived
- 5 I'd _____ watch a film at home than go to a crowded cinema.
- 6 I'm not very _____ on spicy food, to be honest.
- 7 I _____ ever eat breakfast — I'm never hungry in the morning.
- 8 I'm really _____ photography at the moment.
- 9 Improve this answer. Q: *Do you like music?* A: *Yes.*

- 10 Improve this answer. Q: *Is your school big?* A: *No, small.*

- 11 Write a polite way to ask the examiner to repeat a question.

- 12 Q: *What did you do last weekend?* Write a two-sentence answer in the past tense.

- 13 Q: *What would you like to do after you finish school?* Write a two-sentence answer.

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

Speak each answer aloud, then mark it out of 6: content and development (2), range and accuracy of language (2), fluency and pronunciation (2).

1 *Tell me about your family. Who are you most similar to?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

2 *What did you do on your last birthday?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

3 *How do you usually travel to school? Would you like to change this?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

4 *What kind of food do you enjoy? Is there any food you don't like?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

5 *What are you going to do during the next school holiday?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

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

Extending answers: reasons and examples

I can... extend an answer with a reason, an example or a personal experience.

Test part: Parts 1–3, Content

The criterion **communicative ability and content** rewards answers that are developed. A simple method is **A + R + E**: give your **Answer**, add a **Reason**, then an **Example** or experience. In Part 3 you can add a fourth step: a consequence or the other side.

Do not over-extend in Part 1. Three or four sentences is enough; save longer answers for Part 3.

Key words

extend

reason

example

experience

consequence

Key points

- Reasons: *because, since, the main reason is that..., that's why...*
- Examples: *for example, for instance, such as, like when...*
- Experience: *I remember once..., Last year I..., In my experience...*
- Consequences: *so, as a result, this means that...*

Model exchange — A + R + E

Examiner: Do you think it's important to learn to swim?

Student: **(A)** Yes, definitely. **(R)** It's a life skill, especially in a country with so much coastline. **(E)** For example, last year a boy at a beach near us got into trouble in the waves, and luckily his brother was a strong swimmer. **(C)** So I think every school should teach it.

Common mistakes

- Using *because* as a sentence on its own: *Because it is fun*. Join it to the main idea.
- Giving a vague example (*for example many things*). Be specific.
- Adding unrelated information just to speak for longer.

Exam tip: When you hear yourself say 'yes' or 'no', make it a habit to continue with 'because...!'

Complete the sentences, choose the best option, then extend the short answers.

1 I prefer studying in the morning _____ my mind is fresher.

2 Some sports, _____ as tennis and golf, are expensive to start.

3 The bus was late, _____ I missed the first lesson.

4 I _____ once getting completely lost in Bangkok.

5 Fewer people buy newspapers. As a _____, many have closed.

6 In my _____, group projects are more fun than tests.

7 Which is the best extension of 'I like reading'?

☐ I like reading. Reading is good.

☐ I like reading, especially detective stories, because I enjoy guessing the ending.

☐ I like reading and also I like reading books.

8 Which word introduces a consequence?

☐ as a result ☐ such as ☐ since

9 Extend with a reason: *I don't like shopping malls.*

10 Extend with an example: *Technology helps students.*

11 Extend with an experience: *Travelling teaches you a lot.*

12 Use A + R + E: *Should students wear school uniform?*

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

Speak each answer aloud, then mark it out of 6: content and development (2), range and accuracy of language (2), fluency and pronunciation (2).

1 Do you prefer spending time indoors or outdoors? Use A + R + E.

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

2 Is it a good idea for teenagers to have a part-time job? Add a consequence.

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

3 What is the most useful thing you have learnt outside school?

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

4 *Why do some people find it hard to learn a new language?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

5 *Tell me about a time you helped someone.*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

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

Giving and justifying opinions

I can... give a clear opinion, justify it and show I understand the other side.

Test part: Part 3, Content

In Part 3 you are often asked *Do you think...?*, *Should...?* or *Is it better to...?* Examiners reward answers that take a position and support it. You do not have to be 'right' — you must be clear and convincing.

Vary your opinion phrases and show you can see another viewpoint. A balanced answer sounds more mature than a list of reasons.

Key words

opinion

justify

viewpoint

balance

convincing

Key points

- Opinion: *I'm convinced that...*, *From my point of view...*, *I tend to think...*
- Strength: *definitely* / *probably* / *I'm not entirely sure, but...*
- Other side: *Some people argue that...*, *Admittedly...*, *On the other hand...*
- Conclusion: *Overall...*, *So, on balance, I'd say...*

Model exchange — a balanced opinion

Examiner: Should homework be banned?

Student: I don't think it should be banned completely. Admittedly, too much homework can cause stress and leave no time for sport. But a small amount helps you remember what you learnt in class. So, on balance, I'd say schools should set less homework, not none.

Common mistakes

- Using only *I think* again and again.
- Saying *I am agree* — the correct form is *I agree*.
- Giving both sides but never saying what **you** think.

Exam tip: If you have no strong opinion, say so honestly and explain why: 'It's hard to say, because it depends on...'

Complete or choose, then build a balanced opinion.

1 I _____ with you up to a point.

2 From my point of _____, exams are not the best way to test students.

3 Some people _____ that video games are a waste of time.

4 _____, smartphones can be distracting, but they are also useful.

5 On _____, I'd say the advantages are greater.

6 Which sentence is correct?

☐ I am agree that... ☐ I agree that... ☐ I am agreeing that...

7 Which is the most tentative?

☐ I'm absolutely sure that... ☐ I'm not entirely sure, but perhaps... ☐ Definitely...

8 *Moreover* adds a point; *on the* _____ *hand* introduces the opposite view.

9 Give an opinion with a reason: *Is it better to live in a city or the countryside?*

10 Add the other side to your answer above.

11 Write a one-sentence conclusion for the same question.

12 Rewrite with a different opinion phrase: *I think phones should be banned in class.*

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

Speak each answer aloud, then mark it out of 6: content and development (2), range and accuracy of language (2), fluency and pronunciation (2).

1 *Should young people be allowed to vote at 16?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence. **[6]**

2 *Is it better to study alone or in a group?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence. **[6]**

3 *Do famous sports stars earn too much money?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence. **[6]**

4 *Should every student learn to play a musical instrument?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

5 *Are online friends as important as friends you meet in person?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

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

Part 2: planning in one minute

I can... use one minute to make clear, useful notes for a short talk.

Test part: Part 2

In Part 2 the interlocutor gives you a task card with a topic and a question. It may also have some bullet-point ideas, which you can use or ignore. You get a pen, paper and **one minute** to prepare.

One minute is short. Do not write sentences. Write 6–10 key words, then number them in the order you will talk. Add one 'extra' idea — a story or example — so you do not run out of things to say.

Key words

task card

prompt

key word

mind map

order

Key points

- Read the question twice: underline the **key verb** (describe, explain, compare).
- Plan in four boxes: **what** · **details** · **story/example** · **why / feelings**.
- Note useful vocabulary you want to use (e.g. *brehtaking*, *crowded*).
- Number your ideas 1–4 so you can glance and continue.

Model notes — 'Talk about a journey you enjoyed'

1 what: train Bangkok → Chiang Mai, overnight, Dec

2 details: sleeper bunk, family, 12 hrs, mountains at sunrise

3 story: missed dinner stop → instant noodles with strangers

4 why: slow travel, talking, no phones — 'unforgettable'

Ten key words, a clear order and a story: enough for two minutes.

Common mistakes

- Writing full sentences and running out of time.
- Reading your notes aloud word for word without looking up.
- Ignoring the actual question on the card and talking about something else.

Exam tip: Leave the 'why' or 'feelings' idea until last: it gives your talk a natural ending.

Choose the correct answer or write short notes.

1 How long do you have to prepare in Part 2?

☐ 30 seconds ☐ 1 minute ☐ 2 minutes

2 Your notes should be key _____, not full sentences.

3 The bullet points on a task card are...

☐ optional ideas ☐ compulsory questions ☐ marked separately

4 Number your notes so you can _____ down and find your place quickly.

5 Card: *Explain why a hobby is important to you.* The key verb is _____.

6 Card: *Describe a festival in your country.* The key verb is _____.

7 Write four key words for: *Talk about a book or film you enjoyed.*

8 Write four key words for: *Talk about a time you tried something new.*

9 Put these notes in a logical order: *why special · where · what we did · who with*

10 Add a 'story' note to this plan: *favourite shop — sells comics — near school*

11 Add two useful vocabulary items to a plan about a busy market.

12 Why is it useful to number your notes?

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

Speak each answer aloud, then mark it out of 6: content and development (2), range and accuracy of language (2), fluency and pronunciation (2).

- 1** Task card: *Talk about a celebration you enjoyed.* You could say: what it was; who was there; what happened; why you enjoyed it.

(a) Plan: write key words only (not full sentences).

(b) Give your talk (1–2 minutes). Time yourself. Then write your best sentence. **[6]**

- 2** Task card: *Talk about a skill you would like to improve.* You could say: what the skill is; why you want to improve it; how you could do it.

(a) Plan: write key words only (not full sentences).

(b) Give your talk (1–2 minutes). Time yourself. Then write your best sentence. **[6]**

- 3** Task card: *Talk about a building you find interesting.* You could say: where it is; what it looks like; what it is used for; why it interests you.

(a) Plan: write key words only (not full sentences).

(b) Give your talk (1–2 minutes). Time yourself. Then write your best sentence. **[6]**

- 4 Task card: *Talk about a piece of technology you use every day.* You could say: what it is; how you use it; how your life would be different without it.

(a) Plan: write key words only (not full sentences).

(b) Give your talk (1–2 minutes). Time yourself. Then write your best sentence.

[6]

- 5 Task card: *Talk about an outdoor activity you enjoy.* You could say: what it is; where and when you do it; who with; why you enjoy it.

(a) Plan: write key words only (not full sentences).

(b) Give your talk (1–2 minutes). Time yourself. Then write your best sentence.

[6]

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

Part 2: delivering a short talk

I can... give an organised talk of 1–2 minutes with clear signposting.

Test part: Part 2

A good Part 2 talk sounds organised. Start by saying what you will talk about, move through your notes with **signposting** phrases, and finish with why the topic matters to you. Speak to the interlocutor, not to your paper.

Use descriptive language: adjectives, adverbs and precise nouns. Mix tenses naturally: past for a story, present for what is true now, and *would* for imagined situations.

Key words

signposting

introduction

sequence

describe

conclusion

Key points

- Start: *I'd like to talk about..., The ... I've chosen is...*
- Move on: *First of all..., Another thing is..., What I remember most is...*
- Describe: *It's the kind of place where..., It looks a bit like...*
- Finish: *The reason it means so much to me is..., Overall...*

Model talk (opening and ending)

Card: Talk about a teacher who helped you.

Student: The person I'd like to talk about is my primary school art teacher, Ms Lin. First of all, she was the kind of teacher who noticed everyone...

Student: ...The reason she means so much to me is that she made me believe I was creative. Even now, when I draw, I can hear her saying 'Take your time'.

Clear start, signposts, a personal ending.

Common mistakes

- Stopping after 40 seconds and saying 'That's all'.
- Listing facts with no linking: *She is kind. She is tall. She is funny.*
- Speaking very fast to finish quickly.

Exam tip: The interlocutor will stop you at 2 minutes. That is fine — it means you spoke for long enough.

Complete the signposting phrases, then improve the short sentences.

1 I'd _____ to talk about a trip I took last year.

2 First of _____, let me tell you where it is.

3 _____ thing I remember is the smell of the food.

4 It's the _____ of place where you can relax completely.

5 It looks a _____ like a giant spaceship.

6 The _____ it means so much to me is that my grandfather built it.

7 Which is the best opening?

- ☐ Erm, OK, so, this. ☐ The place I've chosen to describe is a night market in my town.
☐ I don't know what to say.

8 Which is the best ending?

- ☐ That's all. ☐ Finished. ☐ Overall, it's a place I'll always remember.

9 Join with linking words: *The market is busy. It is noisy. I love it.*

10 Make this description more vivid: *The beach is nice.*

11 Write an opening sentence for: *Talk about a sport you enjoy watching.*

12 Write an ending sentence for the same card.

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

Speak each answer aloud, then mark it out of 6: content and development (2), range and accuracy of language (2), fluency and pronunciation (2).

- 1 Task card: *Talk about a market or shop you like visiting.* You could say: where it is; what it sells; what it is like; why you like it.

(a) Plan: write key words only (not full sentences).

(b) Give your talk (1–2 minutes). Then write your best sentence.

[6]

- 2 Task card: *Talk about a film or series that made you think.* You could say: what it was about; when you watched it; what you learnt.

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

- 3 Task card: *Talk about a person you admire.* You could say: who they are; what they have done; why you admire them.

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

- 4 Task card: *Talk about a time you were very busy.* You could say: when it was; what you had to do; how you managed; how you felt.

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence. **[6]**

- 5 Task card: *Talk about a place you would like to visit in the future.* You could say: where it is; how you know about it; what you would do there.

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence. **[6]**

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

Part 3: discussion and interaction

I can... respond to follow-up questions, build on ideas and keep a discussion going.

Test part: Part 3, Content

Part 3 is a two-way discussion with the interlocutor. They will ask questions that grow out of your Part 2 topic. You cannot ask them for their opinion, but you can react to the question, ask for clarification, and connect your answer to what you said before.

Respond to the exact question: if it asks *why*, give causes; if it asks *how*, give methods; if it asks *compare*, show differences and similarities.

Key words

discussion

respond

clarify

agree

develop

Key points

- Buy time: *That's an interesting question. Let me think...*
- Clarify: *Do you mean... or...?, So you're asking whether...?*
- Link back: *As I mentioned earlier..., Going back to what I said about...*
- Partial agreement: *That's true to some extent, but...*

Model exchange — clarifying and linking back

Examiner: How has shopping changed in recent years?

Student: Do you mean in my town, or around the world?

Examiner: Either.

Student: Well, as I mentioned earlier, I still love night markets, but most people my age buy clothes online now. It's quicker, although I think we lose the social side of shopping.

Common mistakes

- Answering a different, easier question.
- Saying *I don't know* and stopping. Try: *I've never thought about it, but perhaps...*
- Asking the interlocutor what they think — they will not answer.

Exam tip: Part 3 is where the highest marks are won. Give longer, developed answers here than in Part 1.

Complete or choose, then write more helpful responses.

- 1 That's an interesting _____. Let me think for a moment.

- 2 Do you _____ young people in general, or my friends?

- 3 As I _____ earlier, I prefer markets to malls.

- 4 That's true to some _____, but there are exceptions.

- 5 I've never really thought _____ it, but perhaps...

- 6 The question is *Why do people...?* You should give...
☐ methods ☐ causes or reasons ☐ a description

- 7 The question is *How could schools...?* You should give...
☐ ways or methods ☐ a story ☐ a yes/no answer

- 8 Which is the best response to a question you didn't understand?
☐ What? ☐ Sorry, do you mean...? ☐ I don't know.

- 9 Which question can you **not** ask in the test?
☐ Could you repeat that, please? ☐ What do you think?
☐ Do you mean in the past or now?

- 10 Rewrite more helpfully: *I don't know.*

- 11 Write a clarifying question for: *Is it better to be a leader or a follower?*

- 12 Write a 'link back' sentence about a Part 2 talk on your grandmother.

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

Speak each answer aloud, then mark it out of 6: content and development (2), range and accuracy of language (2), fluency and pronunciation (2).

1 Part 3 (topic: celebrations). *Why are family celebrations important in many cultures?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

2 Part 3. *How have celebrations changed compared with your grandparents' time?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

3 Part 3. *Do you think companies spend too much on advertising for festivals such as New Year?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

4 Part 3 (topic: technology). *How could schools make better use of technology?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

5 Part 3. *Will teachers still be needed in fifty years?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

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

Speculating and imagining

I can... speculate about the future and imagine situations using modals and conditionals.

Test part: Part 3, Grammar

Many Part 3 questions ask you to predict or imagine: *What will... be like in the future? What would happen if...?* These questions are a chance to show **grammatical range**: future forms, modal verbs and conditionals.

Show how certain you are. Use stronger language when you are sure and softer language when you are guessing.

Key words

speculate

likely

conditional

modal

hypothetical

Key points

- Certain → uncertain: *will definitely · is likely to · might · probably won't · is unlikely to*
- Second conditional (imagined): *If everyone cycled, cities would be quieter.*
- First conditional (real possibility): *If prices rise, fewer people will travel.*
- Speculation openers: *I imagine..., There's a good chance that..., It's hard to predict, but...*

Model exchange — speculating

Examiner: How might transport change in the future?

Student: It's hard to predict, but I imagine cars will be electric and probably self-driving. There's a good chance that cities will ban private cars in the centre. If that happened, people would walk more and the air would be much cleaner.

Common mistakes

- *If I will have money, I will buy...* — use the present after *if* in the first conditional.
- *If I would be rich...* — use *If I were rich...*
- Using *will* for everything, which sounds over-certain.

Exam tip: One well-used second conditional in Part 3 shows grammatical range clearly.

Complete with the correct form, choose, then write your own ideas.

- 1 If I _____ (be) the head teacher, I would start school later.
- 2 If it _____ (rain) tomorrow, we'll stay inside.
- 3 If people ate less meat, the planet _____ (be) healthier.
- 4 There's a good _____ that robots will do most housework.
- 5 Paper books are _____ to disappear completely — many people love them.
- 6 It's hard to _____, but prices will probably rise.
- 7 Which is correct?
☐ If I will see him, I will tell him. ☐ If I see him, I will tell him.
☐ If I saw him, I will tell him.
- 8 Most certain of *might* / *will definitely* / *could possibly*: _____
- 9 Which is correct?
☐ If I would have more time, I would read more.
☐ If I had more time, I would read more.
- 10 Complete: *If there were no smartphones, ...*

- 11 Complete: *In twenty years, schools might ...*

- 12 Answer: *What would you do if you could live anywhere?*

- 13 Rewrite less certainly: *Everyone will work from home.*

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

Speak each answer aloud, then mark it out of 6: content and development (2), range and accuracy of language (2), fluency and pronunciation (2).

1 *How do you think the way people shop will change in the next twenty years?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

2 *What would happen if the internet stopped working for a week?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

3 *Do you think more people will learn languages, or will translation apps replace them?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

4 *If you could change one thing about your school, what would it be?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

5 *What jobs might not exist in thirty years?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

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

Comparing then and now

I can... compare the past and present and talk about change accurately.

Test part: Part 3, Lexis

Part 3 often asks how things have changed: *How is life different now from your parents' time? Are children today more or less active?* To answer well you need comparative structures and language for describing change.

Do not just say 'better' or 'worse'. Explain **what** has changed, **why**, and whether it is positive.

Key words

compare

contrast

change

nowadays

trend

Key points

- Past habits: *used to + verb, would often...*
- Change: *has increased / has fallen / has become more common*
- Comparison: *far more...than, not as...as, much less..., the same as*
- Time phrases: *these days, nowadays, in the past, a generation ago*

Model exchange — comparing generations

Examiner: Do children today play outside less than in the past?

Student: Yes, I think they do. A generation ago, children used to play in the street until it got dark. Nowadays, roads are far busier and many parents worry about safety, so kids spend much more time indoors on screens. It's not as healthy, but they are more connected to friends online.

Common mistakes

- *I am used to play football* when you mean a past habit — say *I used to play*.
- *more better* or *more easy* — say *better, easier*.
- Comparing without saying what you are comparing to.

Exam tip: Use 'used to' for past habits and the present perfect for change up to now: two structures, one answer.

Complete with the correct form, then write comparisons.

- 1 When I was small, I _____ to be afraid of the dark.

- 2 Phones are far _____ (cheap) than they were twenty years ago.

- 3 Life in the city is not _____ peaceful as life in a village.

- 4 The number of electric cars _____ increased a lot recently.

- 5 _____, most teenagers have their own phone.

- 6 Travel is much _____ (easy) than it was for my grandparents.

- 7 Which is correct?
☐ It is more better now. ☐ It is much better now. ☐ It is more good now.

- 8 Which describes a past habit?
☐ I used to walk to school. ☐ I am used to walk to school.
☐ I use to walking to school.

- 9 Which shows a change up to now?
☐ Online shopping became popular. ☐ Online shopping has become very popular.
☐ Online shopping becomes popular.

- 10 Compare: *holidays now and in your parents' childhood*.

- 11 Compare: *communication now and fifty years ago*.

- 12 Describe one change in your town in the last five years.

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

Speak each answer aloud, then mark it out of 6: content and development (2), range and accuracy of language (2), fluency and pronunciation (2).

1 *How is the way young people spend their free time different from in the past?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence. **[6]**

2 *Has the food people eat in your country changed?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence. **[6]**

3 *Is it easier to be a teenager now than it was for your parents?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence. **[6]**

4 *How has transport in your area changed?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

5 *Do people read less than they used to?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

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

Fluency and repair strategies

I can... keep talking smoothly, fill pauses naturally and correct myself when I make a mistake.

Test part: Pronunciation and fluency

Fluency does not mean speaking fast. It means speaking at a steady speed without long silences. Everyone pauses; the skill is to pause **naturally** and keep going.

If you forget a word, **paraphrase**: describe it. If you notice a mistake, correct it quickly and continue. Examiners see self-correction as a sign of control, not weakness.

Key words

fluency

hesitation

filler

self-correction

paraphrase

Key points

- Natural fillers: *Well...*, *Let me see...*, *How can I put it...*, *You know...*
- Paraphrase: *It's a kind of...*, *It's the thing you use to...*, *I can't remember the word, but...*
- Self-correct: *He go— sorry, he went...; I mean...*
- Reformulate: *What I'm trying to say is...*, *In other words...*

Model exchange — repairing a gap

Examiner: What do you do to stay healthy?

Student: Well, I play football twice a week, and I try to eat more... how can I put it... the thing you get from the market — fresh vegetables, I mean. Last month I start— sorry, I *started* going to bed earlier too, which has really helped.

Common mistakes

- Long silences while you search for one perfect word.
- Repeating *erm, erm, erm* instead of a useful phrase.
- Speaking in your first language when you get stuck.

Exam tip: Practise speaking for one minute on any topic without stopping, every day. Fluency grows with regular, short practice.

Complete, choose, then practise paraphrasing aloud.

1 I can't remember the _____, but it's the thing you use to open tins.

2 It's a _____ of large lizard that lives near water.

3 Let me _____ ... I think it was about three years ago.

4 What I'm _____ to say is that it depends on the person.

5 In other _____, money isn't everything.

6 She go— sorry, she _____ to Japan last year.

7 Which is the most natural way to buy time?

☐ Erm... erm... erm... ☐ Well, let me think about that for a second.

☐ (silence for 10 seconds)

8 You forget the word *umbrella*. Best strategy?

☐ Stop talking. ☐ Use your first language.

☐ It's the thing you hold over your head when it rains.

9 Paraphrase: *refrigerator*

10 Paraphrase: *librarian*

11 Paraphrase: *volunteer*

12 Correct yourself aloud, then write it: *Yesterday I buy a new phone.*

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

Speak each answer aloud, then mark it out of 6: content and development (2), range and accuracy of language (2), fluency and pronunciation (2).

- 1 Speak for one minute without stopping: *Describe your bedroom*. If you forget a word, paraphrase it.

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence. [6]

- 2 Speak for one minute: *Describe your typical Monday*. Use at least two fillers naturally.

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence. [6]

- 3 Explain this object without using its name: *a passport*.

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence. [6]

4 Answer and self-correct any slip: *What did you do last summer?*

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

5 Speak for 90 seconds: *Talk about a problem in your town and how to solve it.* Do not stop.

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

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

Pronunciation: stress and intonation

I can... stress words and key ideas correctly and use intonation to sound clear and natural.

Test part: Pronunciation and fluency

Clear pronunciation is not about having a British or American accent. It is about being **easy to understand**. The most important features are word stress, sentence stress and intonation.

Word stress: one syllable is stronger (*phoTOgraphy*, *PHOtograph*). **Sentence stress:** we stress the important words and say small words (*a*, *to*, *of*, *and*) quickly. **Intonation:** the voice usually falls at the end of a statement and rises for yes/no questions and lists that are unfinished.

Key words

word stress

sentence stress

intonation

chunking

weak form

Key points

- Stress changes: *eCOonomy*, *ecoNOMic*; *PREsent* (noun), *preSENT* (verb).
- Weak forms: *to* = /tə/, *and* = /ən/ in normal speech.
- Chunk your speech: pause briefly between ideas, not between every word.
- Pronounce final consonants: *work**ed***, *friend**s***, *is*.

Model — stressing key words

I **DON'T** think it's a **BAD** idea | but it's **EXpensive**.

The **MAIN** reason | is that it saves **TIME**.

Do you mean **NOW** ↗ | or in the **FUture**? ↘

Capitals = stressed syllable; | = short pause; ↗ rise; ↘ fall.

Common mistakes

- Stressing every word equally, which sounds robotic.
- Dropping word endings: *He work there* instead of *He works there*.
- A flat voice that makes you sound bored or uncertain.

Exam tip: Before the test, practise reading one of your model answers aloud and recording it. Mark the stressed words first.

Choose the correct stress or intonation, then mark sentences.

1 Which syllable is stressed in *photography*?

☐ PHO ☐ TO ☐ GRA

2 Which syllable is stressed in *environment*?

☐ en ☐ VI ☐ ment

3 Which syllable is stressed in *comfortable*?

☐ COM ☐ FOR ☐ TA

4 Which syllable is stressed in *technology*?

☐ TECH ☐ NO ☐ GY

5 *I'd like to PREsent...* Is this correct for the verb?

☐ Yes ☐ No — it should be preSENT

6 Does the voice usually rise or fall at the end of a statement?

☐ rise ☐ fall

7 Does the voice usually rise or fall in *Is it expensive*?

☐ rise ☐ fall

8 Underline the two words you would stress most: *I really love living by the sea.*

9 Underline the stressed words: *The main problem is the traffic.*

10 Mark the pauses (|): *When I was younger I used to live in a small village near the mountains.*

11 Which word endings are often dropped? Write the full sentence correctly: *She play tennis and watch film.*

12 Write the stress for *economy* and *economic*.

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

Speak each answer aloud, then mark it out of 6: content and development (2), range and accuracy of language (2), fluency and pronunciation (2).

- 1 Read aloud with clear sentence stress: *In my opinion, the most important thing is to get enough sleep, because without it you can't concentrate.* First mark stressed words and pauses.

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

- 2 Answer with natural intonation: *What are your three favourite foods?* (Rise on the first two items, fall on the last.)

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

- 3 Record a 1-minute answer: *Describe a member of your family.* Listen back and note two words you mispronounced.

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence.

[6]

4 Practise contrastive stress: *Is your school in the city centre?* Answer correcting the information.

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence. **[6]**

5 Read your best Part 2 talk from Unit 6 aloud. Mark the stress and pauses first. Time it.

(a) Plan: write key words only (not full sentences).

(b) Say your answer aloud (record it if you can). Then write your best sentence. **[6]**

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

Topic practice: original test prompts

I can... apply all my strategies to complete Part 1, 2 and 3 tasks on a range of topics.

Test part: Parts 1–3

This unit brings everything together. Each topic set has a Part 1 question, a Part 2 card and a Part 3 question, like the real test. Practise with a partner, a teacher or a parent who reads the questions.

Before you start each set, write down five topic words you would like to use. After you finish, check: Did I extend? Did I justify? Did I use a range of grammar?

Key words

topic

vocabulary

strategy

practice

review

Key points

- **Environment:** *pollution, recycle, sustainable, carbon footprint, wildlife*
- **Health:** *balanced diet, stress, well-being, exercise routine*
- **Work:** *career, qualification, salary, work–life balance*
- **Media:** *influencer, reliable, fake news, privacy, viral*

Model Part 3 answer — environment

Examiner: Whose responsibility is it to protect the environment — governments or individuals?

Student: I think it has to be both, but governments have more power. Individuals can recycle and reduce their carbon footprint, but only governments can ban single-use plastics or invest in solar energy. If governments made the rules, individuals would find it easier to follow them.

Common mistakes

- Learning lists of words but never using them in sentences.
- Preparing only one or two favourite topics.
- Forgetting Part 1 strategies (short and direct) when tired.

Exam tip: Practise one full set (all three parts) every week in the term before the test.

Complete or choose, then use each word in your own sentence.

- 1 Using less energy reduces your carbon _____.
- 2 A _____ diet includes fruit, vegetables and protein.
- 3 Some _____ on social media earn money by promoting products.
- 4 A _____ news source checks its facts carefully.
- 5 Good work-life _____ means having time for family as well as work.
- 6 Farming that can continue for many years without harming the land is _____.
- 7 Which word means 'spreading very quickly online'?
☐ viral ☐ private ☐ reliable
- 8 Which word is about mental and physical health?
☐ salary ☐ well-being ☐ pollution
- 9 Write one Part 3 sentence using *sustainable*.

- 10 Write one Part 3 sentence using *privacy*.

- 11 Write one Part 1 answer using *exercise routine*.

- 12 Write one Part 3 sentence using *qualification*.

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

Speak each answer aloud, then mark it out of 6: content and development (2), range and accuracy of language (2), fluency and pronunciation (2).

- 1 Set A — Environment.** Part 1: *Do you recycle at home?* Part 2 card: *Talk about a natural place you think should be protected.* Part 3: *Should tourists pay extra to visit natural places?*

(a) Plan: write key words only (not full sentences).

(b) Complete all three parts aloud. Then write your best Part 3 sentence.

[6]

- 2 Set B — Health.** Part 1: *How much sleep do you usually get?* Part 2 card: *Talk about a healthy habit you would like to start.* Part 3: *Why do many teenagers feel stressed?*

(a) Plan: write key words only (not full sentences).

(b) Complete all three parts aloud. Then write your best Part 3 sentence.

[6]

- 3 Set C — Work.** Part 1: *What job would you like to do in the future?* Part 2 card: *Talk about a job you think is very important for society.* Part 3: *Is a high salary the most important thing in a job?*

(a) Plan: write key words only (not full sentences).

(b) Complete all three parts aloud. Then write your best Part 3 sentence.

[6]

4 Set D — Media. Part 1: *How do you usually find out about the news?* Part 2 card: *Talk about a website or app you find useful.* Part 3: *How can young people tell whether news online is reliable?*

(a) Plan: write key words only (not full sentences).

(b) Complete all three parts aloud. Then write your best Part 3 sentence.

[6]

5 Set E — Travel and culture. Part 1: *Do you prefer holidays at the beach or in a city?* Part 2 card: *Talk about a tradition from your culture you would like visitors to see.* Part 3: *Does tourism help or harm local cultures?*

(a) Plan: write key words only (not full sentences).

(b) Complete all three parts aloud. Then write your best Part 3 sentence.

[6]

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



CHECK

End-of-book check

End-of-book check

Name _____ Date _____ Score _____ / 10

Choose the best answer or complete the sentence. Compare your score with your starting point check.

1 How long is Part 3 of the test?

☐ 1–2 minutes ☐ about 5–6 minutes ☐ about 15 minutes

2 How many marks is each of the four criteria worth?

☐ 5 ☐ 10 ☐ 20

3 Which is the best way to start a Part 2 talk?

☐ OK. Finished planning. ☐ I'd like to talk about... ☐ What should I say?

4 Some people argue that exams are unfair. On the _____ hand, they are easy to compare.

5 Which shows the most uncertainty?

☐ will definitely ☐ is likely to ☐ might possibly

6 Nowadays, online shopping _____ become very common.

7 Which is a good clarifying question?

☐ Do you mean in my country or in general? ☐ What is your opinion?

☐ Is my answer correct?

8 If people _____ (use) public transport more, there would be less pollution.

9 Which is the best self-correction?

☐ He go— sorry, he went home. ☐ He go home. Sorry. ☐ (silence)

10 Which syllable is stressed in *economic*?

☐ E ☐ CO ☐ NOM



Practice speaking test

Name _____ Date _____ Marks _____ / 40

Time: about 9–12 minutes · Three parts

Work with a partner, teacher or parent who reads the examiner's questions

Record your test if you can, then complete the self-assessment

Marked out of 40: four criteria × 10 marks

The examiner reads each question aloud. Do not read the questions before the test. Use the lines only for Part 2 notes and the checklist afterwards.

1 Part 1 — Introduction (2–3 minutes). Examiner: *Let's talk about where you live.*

- (a) *What kind of area do you live in?*
- (b) *What do people of your age do there in their free time?*
- (c) *Has your area changed since you were younger?*
- (d) *Would you like to live somewhere else in the future? Why?*

2 Part 2 — Individual talk (1 minute to prepare, 1–2 minutes to speak). Task card: *Talk about a skill you have learnt that you are proud of.* You could say: what the skill is; how and when you learnt it; what was difficult; why you are proud of it.

- (a) Preparation notes (1 minute — key words only).

- (b) Speak for 1–2 minutes. The examiner will stop you at 2 minutes.

3 Part 3 — Discussion (5–6 minutes). Examiner: *Let's talk more generally about learning skills.*

- (a) *What practical skills should schools teach that they don't teach now?*
- (b) *Is it better to learn a skill from a person or from online videos?*
- (c) *Why do some people give up when learning something new?*
- (d) *How might the skills people need for work change in the future?*
- (e) *Should older people be encouraged to learn new technology? How?*

- 4 Self-assessment checklist.** Listen to your recording. Tick each statement, then give yourself a mark out of 10 for each criterion.

I can...	Yes	Not yet
answer Part 1 questions directly and add a detail		
use my Part 2 notes without reading them aloud		
speak for at least 1 minute in Part 2		
give reasons and examples in Part 3		
give an opinion and show the other side		
speculate using might / would / is likely to		
keep going when I forget a word (paraphrase)		
correct a mistake quickly and continue		
stress key words and sound clear		
use a range of vocabulary and grammar		

(a) Communicative ability and content

[10]

Answer / 10

(b) Pronunciation and fluency

[10]

Answer / 10

(c) Lexical range and accuracy

[10]

Answer / 10

(d) Grammatical range and accuracy

[10]

Answer / 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 three
- 2 1 minute to prepare
- 3 I usually sleep late, then I help my mum at her shop in the afternoon.
- 4 to
- 5 for instance
- 6 I agree.
- 7 had
- 8 Describe it in other words.
- 9 POR
- 10 used

Unit 1 · Sheet A — How the speaking test works

- 1 9; 12
- 2 interlocutor
- 3 1
- 4 1; 2
- 5 40
- 6 reported separately on your certificate
- 7 not marked
- 8 2
- 9 more general and abstract
- 10 Communicative ability and content; pronunciation and fluency; lexical (vocabulary) range and accuracy; grammatical range and accuracy.
- 11 The examiner has too little language to assess, so you cannot show range, fluency or ideas.
- 12 Key words and a simple order for your talk (not full sentences).

Unit 1 · Sheet B — How the speaking test works

- 1 (a) Possible notes: flat near the beach road; walk to the market; noisy at night; more parks/cycle lanes (b) Model answer: I live in a flat on the edge of the town centre. What I like most is that everything is close — I can walk to the market and the sports centre. If I could change one thing, I would add more green spaces, because there's nowhere quiet to sit outside. **Examiners reward:** a direct answer to each question, a reason ('because...'), conditional language ('If I could...'), and natural linking. [6]
- 2 (a) Possible notes: enjoy Geography — maps, real places; difficult: Physics — formulas; practise every week (b) Model answer: I really enjoy Geography because we study real places and real problems, like flooding. Physics is harder for me, mainly because of the formulas, but I've started practising a few questions every week and it's getting easier. **Examiners reward:** relevant extension, a contrast (but), present perfect for recent change, specific vocabulary (formulas, flooding). [6]
- 3 (a) Possible notes: rooftop café near home; read/revise; with best friend; view of sea, quiet, calm before exams (b) Model answer: I'd like to talk about a small café on the roof of a building near my home. I usually go there on Friday afternoons with my best friend, and we revise or just chat. What makes it special is the view — you can see the sea — and it's much calmer than my house, so it helps me relax before tests. **Examiners reward:** a clear opening, all prompts covered in a logical order, a reason for 'special', and enough content to speak for well over a minute. [6]
- 4 (a) Possible notes: social, Wi-Fi, independent; but costs money; free: libraries, parks, youth centres; safer (b) Model answer: I think cafés feel independent — you're away from parents and there's Wi-Fi. On the other hand, they cost money, so I believe towns should offer more free spaces like youth centres, because not every family can afford to buy drinks every day. **Examiners reward:** an opinion with justification, a balancing point (on the other hand), general rather than only personal ideas. [6]
- 5 (a) Possible notes: good: reasons; improve: fewer 'erm', louder (b) Model answer: I gave a reason for each answer and used 'because' and 'so'. Next time I will slow down a little and use fewer fillers like 'erm'. **Examiners reward:** honest self-assessment linked to the four criteria; one specific target. [6]

Unit 2 · Sheet A — Answering personal questions

- 1 do
- 2 visited
- 3 going
- 4 have lived
- 5 rather
- 6 keen
- 7 hardly
- 8 into
- 9 Yes, I love it. I listen to music on the bus every morning, mostly K-pop and some film soundtracks, because it wakes me up.
- 10 Not really — it's quite small, with about 400 students. I like that, because the teachers know everyone by name.
- 11 Sorry, could you say that again, please? / Could you repeat the question, please?
- 12 I went to the beach with my family on Saturday. In the evening we had grilled seafood at a small restaurant near the pier.
- 13 I'd like to study engineering at university, probably in the UK. I've always enjoyed building things, so it seems the right choice.

Unit 2 · Sheet B — Answering personal questions

- 1 (a) Possible notes: four of us; older sister at uni; similar to dad — calm, love football (b) Model answer: There are four of us at home — my parents, my older sister and me, although my sister is at university now. I'm most similar to my dad: we're both quite calm, and we both love football, so we watch matches together every weekend. **Examiners reward:** a direct answer, a comparison, a reason and relevant personal detail; present simple used accurately. [6]
- 2 (a) Possible notes: went bowling; five friends; mum's cake — chocolate; best part: surprise video from cousin (b) Model answer: On my last birthday I went bowling with five friends, and afterwards we came back home for my mum's chocolate cake. The best part was a surprise video message from my cousin in Australia — I didn't expect it at all. **Examiners reward:** accurate past simple (went, came, didn't expect), sequencing (afterwards), a memorable detail. [6]
- 3 (a) Possible notes: school bus 40 min; read/sleep; would prefer cycling — exercise, freedom; roads not safe (b) Model answer: I usually take the school bus, which takes about forty minutes. I'd prefer to cycle, because it would be good exercise, but the main road near my house is too busy, so my parents don't think it's safe. **Examiners reward:** present simple for routine, 'would' for preference, a realistic reason — the answer goes beyond yes/no. [6]
- 4 (a) Possible notes: Thai + Japanese; sushi; dislike: very sweet desserts (b) Model answer: I enjoy most Thai food and I'm a big fan of Japanese food, especially sushi. The only thing I'm not keen on is very sweet desserts — I'd rather have fruit. **Examiners reward:** preference language (a big fan of, not keen on, I'd rather), natural contrast. [6]
- 5 (a) Possible notes: going to Vietnam — Hanoi; street food; also revise for mocks (b) Model answer: We're going to Hanoi for a week, which I'm really looking forward to, mainly for the street food. I'm also going to revise for my mock exams, because they start soon after we come back. **Examiners reward:** future forms (going to, looking forward to), linking (mainly, also), two ideas. [6]

Unit 3 · Sheet A — Extending answers: reasons and examples

- 1 because
- 2 such
- 3 so
- 4 remember
- 5 result
- 6 experience
- 7 I like reading, especially detective stories, because I enjoy guessing the ending.
- 8 as a result
- 9 I don't like shopping malls because they are crowded and noisy, especially at weekends.
- 10 Technology helps students — for example, apps like online dictionaries let you check a word in seconds.
- 11 Travelling teaches you a lot. When I went to Japan, I learnt how polite and organised people were on public transport.
- 12 Yes, I think so, because it makes everyone equal. At my school, nobody worries about wearing designer clothes, so there is less pressure.

Unit 3 · Sheet B — Extending answers: reasons and examples

- 1 (a) Possible notes: A outdoors; R fresh air, screen break; E Sunday cycling on the coast road (b) Model answer: I'd say outdoors, because I spend so much time on screens during the week that I need fresh air. For example, every Sunday my dad and I cycle along the coast road early in the morning before it gets too hot. **Examiners reward:** a clear answer, a logical reason and a specific, personal example. [6]
- 2 (a) Possible notes: A yes, in moderation; R learn value of money, responsibility; E cousin — café job; C but grades may drop if too many hours (b) Model answer: In moderation, yes. A job teaches you the value of money and how to be responsible — my cousin worked in a café at weekends and became much more confident. However, if students work too many hours, their grades could suffer as a result. **Examiners reward:** development beyond the first idea, a balancing point and a consequence. [6]
- 3 (a) Possible notes: cooking basic meals; grandmother taught; holidays; independence; uni later (b) Model answer: Probably cooking. My grandmother taught me during the holidays, and now I can make three or four simple meals. It's useful because when I go to university I won't have to rely on takeaways. **Examiners reward:** present perfect and past simple used correctly; future consequence (won't have to). [6]
- 4 (a) Possible notes: no practice outside class; fear of mistakes; e.g. shy classmates; solution: films, apps (b) Model answer: I think the main reason is that they don't practise outside class. Some people are also afraid of making mistakes — for instance, a few of my classmates understand a lot but hardly ever speak. Watching films with subtitles is one way to get more practice. **Examiners reward:** general rather than only personal content, two reasons, an example and a suggested solution. [6]
- 5 (a) Possible notes: Year 8; new student from Korea; showed her round; translator app; now best friends (b) Model answer: When I was in Year 8, a new girl joined our class from Korea and she didn't speak much English. I showed her round the school and we used a translator app at lunch. As a result, we became really close, and she's still one of my best friends. **Examiners reward:** a clear story using past tenses, sequencing and a result. [6]

Unit 4 · Sheet A — Giving and justifying opinions

- 1 agree
- 2 view
- 3 argue
- 4 Admittedly
- 5 balance
- 6 I agree that...
- 7 I'm not entirely sure, but perhaps...
- 8 other
- 9 I'd rather live in a city, because there are more opportunities for work and study.
- 10 Admittedly, the countryside is cleaner and quieter, which is better for your health.
- 11 So, on balance, I'd choose the city while I'm young and maybe move to the countryside later.
- 12 I'm convinced that phones should be banned in lessons. / From my point of view, phones shouldn't be allowed in class.

Unit 4 · Sheet B — Giving and justifying opinions

- 1 (a) Possible notes: partly agree; affected by decisions — climate, education; but less experience; on balance yes + citizenship lessons (b) Model answer: I tend to think they should, because decisions about education and the environment affect young people for longer than anyone. Admittedly, some 16-year-olds don't follow the news. But if schools taught citizenship properly, I think they'd be ready. So, on balance, yes. **Examiners reward:** a clear position, justification, a concession and a conclusion; a range of opinion phrases. [6]
- 2 (a) Possible notes: depends on subject; alone = maths, focus; group = languages, discussion; me: mix (b) Model answer: It depends on the subject. For maths I prefer studying alone, since I need to focus. For languages, though, a group is better, because you can practise speaking. So I'd say a mix of both works best. **Examiners reward:** a nuanced answer ('it depends') supported by contrasting examples. [6]
- 3 (a) Possible notes: yes and no; entertain millions; short careers; but nurses/teachers paid less; should give to charity (b) Model answer: From my point of view, it's a difficult question. Top players entertain millions of people and their careers are short, so high pay makes some sense. On the other hand, it seems unfair when nurses earn so little. I think stars should at least give more to charity. **Examiners reward:** balanced reasoning with relevant comparisons and a personal conclusion. [6]
- 4 (a) Possible notes: not compulsory; good for brain, discipline; but expensive, not everyone enjoys; offer free trial (b) Model answer: I'm not convinced it should be compulsory. Learning an instrument is great for discipline, but lessons are expensive and some students simply don't enjoy it. A better idea would be to give everyone a free term to try, and then let them choose. **Examiners reward:** an opinion with a practical alternative; modal and comparative structures. [6]
- 5 (a) Possible notes: can be; share interests, gaming; but can't help in person; trust; both valuable (b) Model answer: They can be. I have an online friend in Brazil who shares my interest in astronomy, and we talk every week. However, an online friend can't be there when you need practical help, so I still think face-to-face friendships are a bit more important. **Examiners reward:** a personal example used to support a general argument; clear final view. [6]

Unit 5 · Sheet A — Part 2: planning in one minute

- 1 1 minute
- 2 words
- 3 optional ideas
- 4 glance
- 5 explain
- 6 describe
- 7 e.g. title/genre; main character; best scene; why recommend
- 8 e.g. rock climbing; nervous; instructor helped; proud — will go again
- 9 where → who with → what we did → why special
- 10 e.g. found a rare first edition last summer for 50 baht
- 11 e.g. bustling, stalls, bargain, fragrant, haggle
- 12 So you can glance down, find your place quickly and keep a clear order.

Unit 5 · Sheet B — Part 2: planning in one minute

- 1 (a) Possible notes: 1 cousin's wedding, Udon Thani; 2 300 guests, relatives; 3 rain storm → dancing in tent; 4 family together, laughter (b) Model answer: Notes as shown, then a talk: 'I'd like to describe my cousin's wedding last March... The funniest moment was when a storm started and everyone squeezed into one tent and began dancing... I enjoyed it because the whole family was together for the first time in years.' **Examiners reward:** notes that are brief, ordered and include a story; the talk uses the notes rather than reading them. [6]
- 2 (a) Possible notes: 1 public speaking; 2 nervous in presentations, future job; 3 debate club, record myself; 4 confidence (b) Model answer: Talk: 'The skill I'd most like to improve is public speaking. At the moment I get nervous in presentations... I could join the debate club and record myself practising... If I improved, I'd feel much more confident in interviews.' **Examiners reward:** future and conditional forms, clear structure, relevant reasons. [6]
- 3 (a) Possible notes: 1 Sanctuary of Truth, Pattaya; 2 all wood, carved, by the sea; 3 temple-museum; 4 never finished, craftsmanship (b) Model answer: Talk: 'A building I find fascinating is a huge wooden temple by the sea... It's covered in carvings of gods and animals... What interests me most is that it has been under construction for decades...' **Examiners reward:** descriptive vocabulary (carved, enormous, detailed), present perfect, clear reasons. [6]
- 4 (a) Possible notes: 1 tablet; 2 notes, reading, music; 3 without: heavy bag, paper; 4 but less distraction? (b) Model answer: Talk: 'The technology I couldn't live without is my tablet... I use it for notes, e-books and music... Without it my bag would be much heavier, although I'd probably be less distracted.' **Examiners reward:** second conditional (would be), contrast (although), relevant everyday vocabulary. [6]
- 5 (a) Possible notes: 1 snorkelling; 2 Koh Larn, dry season; 3 school friends; 4 fish, coral, peaceful (b) Model answer: Talk: 'An activity I love is snorkelling. We usually take the ferry to an island near Pattaya in the dry season, when the water is clear... What I enjoy most is the silence under water...' **Examiners reward:** specific details, sensory description and a clear reason. [6]

Unit 6 · Sheet A — Part 2: delivering a short talk

- 1 like
- 2 all
- 3 Another
- 4 kind
- 5 bit
- 6 reason
- 7 The place I've chosen to describe is a night market in my town.
- 8 Overall, it's a place I'll always remember.
- 9 The market is busy and quite noisy, but I absolutely love it.
- 10 The beach is a long curve of soft white sand with palm trees leaning over the water.
- 11 The sport I enjoy watching most is volleyball, especially international women's matches.
- 12 The reason I love it is the speed — every point feels like a final.

Unit 6 · Sheet B — Part 2: delivering a short talk

1 (a) Possible notes: Thepprasit night market; Fri–Sun; food, clothes, toys; bustling, smoky, music; cheap, with friends (b) Model answer: The place I'd like to describe is a night market near my home that opens from Friday to Sunday. It sells almost everything — street food, cheap clothes, phone cases. It's the kind of place where you can smell grilled squid and hear live music at the same time. What I like most is going there with friends after a long week; it's cheap and full of energy. **Examiners reward:** an organised talk with signposting, vivid vocabulary (bustling, grilled) and a clear personal reason. [6]

2 (a) Possible notes: documentary — ocean plastic; with class; turtles; now refuse straws (b) Model answer: I'd like to talk about a documentary on plastic in the ocean that we watched in Geography. What shocked me most was a scene with a turtle caught in a plastic bag. Since then, I've stopped using plastic straws, and I've persuaded my family to bring our own bags. **Examiners reward:** a range of tenses (past, present perfect), cause and effect, personal response. [6]

3 (a) Possible notes: aunt — nurse, night shifts; volunteer flood relief; never complains; I want to be like her (b) Model answer: The person I admire most is my aunt, who is a nurse. She has worked night shifts for twenty years, and during the floods she volunteered at an evacuation centre. What I admire is that she never complains. I'd like to be as patient as her one day. **Examiners reward:** a well-chosen example, present perfect for experience, and reflective ending. [6]

4 (a) Possible notes: last May; exams + football final + sister's wedding; timetable, phone off; exhausted but proud (b) Model answer: Last May was the busiest month of my life. I had end-of-year exams, a football final and my sister's wedding, all in two weeks. I managed by making a timetable and switching off my phone in the evenings. By the end I was exhausted, but really proud of myself. **Examiners reward:** narrative structure, time expressions, feelings vocabulary. [6]

5 (a) Possible notes: Iceland; YouTube video; northern lights, glaciers, hot springs; opposite of Thailand (b) Model answer: I'd love to visit Iceland one day. I first saw it in a travel video, and I was amazed by the glaciers. If I went, I'd try to see the northern lights and swim in a hot spring outside. It would be the complete opposite of the weather here! **Examiners reward:** conditional forms (If I went, I'd...), enthusiasm and relevant detail. [6]

Unit 7 · Sheet A — Part 3: discussion and interaction

- 1 question
- 2 mean
- 3 mentioned
- 4 extent
- 5 about
- 6 causes or reasons
- 7 ways or methods
- 8 Sorry, do you mean...?
- 9 What do you think?
- 10 That's a difficult question — I've never really thought about it, but I suppose...
- 11 Do you mean in a team at school, or in life in general?
- 12 As I said about my grandmother, older people often have skills that young people have lost.

Unit 7 · Sheet B — Part 3: discussion and interaction

1 (a) Possible notes: bring generations together; pass on traditions; e.g. Songkran — pouring water on elders' hands; busy modern life (b) Model answer: I think they bring different generations together. In modern life everyone is busy, so a celebration is often the only time grandparents, parents and children are in one room. They also pass on traditions — for example, at Songkran we pour water over our grandparents' hands to show respect. **Examiners reward:** answers 'why' with causes, a cultural example, and general ideas beyond the personal. [6]

2 (a) Possible notes: past: at home, home-cooked, whole village; now: restaurants, photos for social media; good + bad (b) Model answer: In my grandparents' time, celebrations happened at home and the whole village helped cook. Nowadays more families go to restaurants, and people spend a lot of time taking photos for social media. It's more convenient, but perhaps less personal. **Examiners reward:** comparison of past and present (used to / nowadays), evaluation. [6]

3 (a) Possible notes: clarify: shops? yes; pressure to buy; but supports jobs; prefer simpler (b) Model answer: If you mean shops and brands, then yes, I think so. The adverts start weeks early and put pressure on families to spend. That's true to some extent for any festival, though, and it does create jobs. Personally I prefer simpler celebrations. **Examiners reward:** appropriate clarification, a qualified opinion, recognition of other side. [6]

4 (a) Possible notes: methods: online quizzes instant feedback; recorded lessons for absent students; teach AI skills; but screen time (b) Model answer: There are several ways. Online quizzes give instant feedback, so teachers can see who needs help. Lessons could be recorded for students who are ill. Schools could also teach how to use AI tools responsibly. However, they should be careful about too much screen time. **Examiners reward:** answers 'how' with a range of methods, then a balancing point. [6]

5 (a) Possible notes: yes; motivation, care; machines explain facts; role changes — coach (b) Model answer: I'm convinced they will. Technology can explain facts, but it can't really motivate a student who is struggling or notice when someone is upset. I think the teacher's role will change, though — more like a coach than a lecturer. **Examiners reward:** speculation about the future with a clear justified opinion. [6]

Unit 8 · Sheet A — Speculating and imagining

- 1 were
- 2 rains
- 3 would be
- 4 chance
- 5 unlikely
- 6 predict
- 7 If I see him, I will tell him.
- 8 will definitely
- 9 If I had more time, I would read more.
- 10 ...people would talk to each other more on public transport.
- 11 ...have no paper at all, and students might learn from home two days a week.
- 12 If I could live anywhere, I'd choose a small town in New Zealand, because I love mountains and the outdoors.
- 13 More people are likely to work from home, but probably not everyone.

Unit 8 · Sheet B — Speculating and imagining

- 1 (a) Possible notes: drones deliver; virtual try-on; malls → entertainment; small shops might survive if unique (b) Model answer: I imagine almost everything will be delivered, possibly by drones. Shopping malls are likely to become places for entertainment rather than shopping. Small local shops might survive if they offer something unique, like handmade products. **Examiners reward:** a range of future and modal forms showing degrees of certainty. [6]
- 2 (a) Possible notes: banks, payments chaos; businesses close; people talk more; might realise dependence (b) Model answer: If the internet stopped for a week, there would be chaos at first, because most payments are online. Many businesses would have to close. On the positive side, people would probably talk to their neighbours more, and we might realise how dependent we have become. **Examiners reward:** accurate second conditionals, consequences, balanced speculation. [6]
- 3 (a) Possible notes: apps improve; but culture, humour, relationships; likely: fewer learn for travel, more for career/interest (b) Model answer: Translation apps will definitely get better, so fewer people will learn languages just for holidays. However, I don't think they will replace learning completely, because you can't build a real friendship through an app. There's a good chance languages will become more of a hobby. **Examiners reward:** a justified prediction with contrast and hedging. [6]
- 4 (a) Possible notes: later start 9:00; sleep; concentration; but finish later, traffic (b) Model answer: If I could change one thing, I'd start the day at nine instead of half past seven. Teenagers need more sleep, so I think students would concentrate better. The only problem would be finishing later, which might cause traffic problems. **Examiners reward:** second conditional sustained across several sentences, reasons and a consequence. [6]
- 5 (a) Possible notes: cashiers, drivers, some translators; automation; new jobs — drone repair, data; retrain (b) Model answer: Jobs like supermarket cashiers and taxi drivers might disappear, because machines can already do parts of them. On the other hand, new jobs will appear — for example, people who repair delivery drones. The important thing is that workers will need to retrain throughout their lives. **Examiners reward:** speculation with examples and a general conclusion. [6]

Unit 9 · Sheet A — Comparing then and now

- 1 used
- 2 cheaper
- 3 as
- 4 has
- 5 Nowadays
- 6 easier
- 7 It is much better now.
- 8 I used to walk to school.
- 9 Online shopping has become very popular.
- 10 My parents used to spend holidays with relatives nearby, whereas nowadays many families fly abroad.
- 11 Fifty years ago people wrote letters that took weeks; these days messages arrive instantly.
- 12 Several new condominiums have been built, so the traffic has become much heavier.

Unit 9 · Sheet B — Comparing then and now

- 1 (a) Possible notes: past: outdoors, radio, visiting; now: gaming, streaming, online; positives: global friends; negatives: less exercise (b) Model answer: In the past, teenagers used to spend most of their free time outdoors or visiting friends. Nowadays, a lot more time is spent online — gaming and streaming. It isn't all negative, because you can have friends all over the world, but people definitely get less exercise than they used to. **Examiners reward:** used to / nowadays contrast, comparatives, and evaluation of the change. [6]
- 2 (a) Possible notes: more fast food, delivery apps; less home cooking; but more healthy cafés, vegan; mixed (b) Model answer: Yes, quite a lot. Delivery apps have made fast food much easier to get, and fewer families cook every day. At the same time, healthy cafés have become more popular in big cities, so the picture is mixed. **Examiners reward:** present perfect for change, balanced comparison, specific examples. [6]
- 3 (a) Possible notes: easier: information, opportunities; harder: social media pressure, exams competitive; on balance harder in some ways (b) Model answer: In some ways it's easier, since we have far more information and opportunities. But in other ways it's harder — social media makes people compare themselves all the time, and exams seem more competitive than they used to be. On balance, I'd say it's different rather than easier. **Examiners reward:** a nuanced comparison with justified conclusion. [6]
- 4 (a) Possible notes: new motorway; more cars; songthaew still; app taxis; future: train link (b) Model answer: A new motorway has been built, so the journey to Bangkok has become much quicker. There are also far more cars than before, and app-based taxis have become common. However, the old songthaew buses are still as popular as ever. **Examiners reward:** accurate passives and comparatives, local detail. [6]
- 5 (a) Possible notes: fewer printed books, newspapers; but read more short texts on phones; quality vs quantity (b) Model answer: People probably read fewer printed books and newspapers than they used to. But actually we read all day — messages, posts, articles on our phones. The difference is that it's shorter and less focused, so I think deep reading has become less common. **Examiners reward:** a thoughtful answer that challenges a simple assumption. [6]

Unit 10 · Sheet A — Fluency and repair strategies

- 1 word
- 2 kind
- 3 see
- 4 trying
- 5 words
- 6 went
- 7 Well, let me think about that for a second.
- 8 It's the thing you hold over your head when it rains.
- 9 It's the cold machine in the kitchen where you keep food fresh.
- 10 It's the person who works in a library and helps you find books.
- 11 Someone who works to help others without being paid.
- 12 Yesterday I buy— sorry, I bought a new phone.

Unit 10 · Sheet B — Fluency and repair strategies

- 1 (a) Possible notes: small, blue walls; desk by window; posters; mess!; favourite: beanbag (b) Model answer: Well, my bedroom is quite small, with pale blue walls. My desk is by the window, so I get lots of light. There's — how can I put it — a big soft chair you sink into... a beanbag, that's it. I'm afraid it's usually a bit messy!
Examiners reward: steady pace, natural fillers, successful paraphrase, no long silences. [6]
- 2 (a) Possible notes: 6:30 alarm; bus; double maths; lunch with friends; football; homework; bed 10 (b) Model answer: Let me see... my Monday starts at half past six, which I hate. I take the bus at seven, and the first lesson is double maths. After that, well, things improve — I have lunch with my friends and football practice after school. Then it's homework and bed by ten.
Examiners reward: chronological organisation, fluency maintained with natural fillers. [6]
- 3 (a) Possible notes: small book; photo, name; show at airport; need to travel abroad (b) Model answer: It's a small official book with your photo and personal details inside. You have to show it at the airport when you travel to another country, and they stamp it when you arrive. **Examiners reward:** clear, accurate paraphrase using relative clauses and functional language. [6]
- 4 (a) Possible notes: summer camp; English and coding; made friends from 5 countries; built a website (b) Model answer: Last summer I go— sorry, I went to a summer camp where we studied English and coding. I made friends from five different countries, and in the final week we built a website together. It was the best part of the holiday. **Examiners reward:** accurate past tenses with natural self-correction; the error is noticed and fixed. [6]
- 5 (a) Possible notes: traffic; tourists, construction; solutions: buses, cycle lanes, park and ride (b) Model answer: One problem in my town is traffic, especially in high season when the tourists arrive. Part of the reason is construction work — there are new hotels everywhere. In other words, the roads simply can't cope. I think the council should improve public buses and build proper cycle lanes.
Examiners reward: sustained speech, reformulation (in other words), coherent problem-solution structure. [6]

Unit 11 · Sheet A — Pronunciation: stress and intonation

- 1 TO
- 2 VI
- 3 COM
- 4 NO
- 5 No — it should be preSENT
- 6 fall
- 7 rise
- 8 LOVE, SEA (also acceptable: really)
- 9 MAIN, PROblem, TRAFfic
- 10 When I was younger | I used to live in a small village | near the mountains.
- 11 She plays tennis and watches films. (final -s / -es)
- 12 eCONomy; ecoNOMic

Unit 11 · Sheet B — Pronunciation: stress and intonation

- 1 (a) Possible notes: OPinion | MOST imPORTant | ENOUGH SLEEP | withOUT it | CAN'T conCENTrate (b) Model answer: In my oPINion | the MOST imPORTant thing | is to get eNOUGH SLEEP | because withOUT it | you CAN'T CONcentrate. **Examiners reward:** stress on content words, weak forms on small words, natural chunks and a falling tone at the end. [6]
- 2 (a) Possible notes: mango sticky rice ↗, ramen ↗, pizza ↘ (b) Model answer: My favourites are mango sticky rice ↗, ramen ↗ and pizza ↘ — although not all on the same day! **Examiners reward:** list intonation (rise-rise-fall) and clear final consonants. [6]
- 3 (a) Possible notes: older brother; tall, funny; studies architecture; helps with maths (b) Model answer: My older brother is tall and really funny. He studies architecture — arCHItecture — at university in Bangkok. Even though he's busy, he always helps me with maths when I'm stuck. **Examiners reward:** clear word stress on multi-syllable words, sounded endings (studies, helps). [6]
- 4 (a) Possible notes: not centre — suburbs; 20 min (b) Model answer: No, it's not in the CENTre — it's in the SUBurbs, about twenty minutes away. **Examiners reward:** stress used to highlight the contrast, making meaning clear. [6]
- 5 (a) Possible notes: stress 2-3 words per chunk; pause at commas and between ideas (b) Model answer: Any talk read with clear chunks, stress on key words, falling intonation at the end of points and a steady pace (about 120-150 words per minute). **Examiners reward:** intelligibility above all: stress, rhythm and intonation that help the listener follow. [6]

Unit 12 · Sheet A — Topic practice: original test prompts

- 1 footprint
- 2 balanced
- 3 influencers
- 4 reliable
- 5 balance
- 6 sustainable
- 7 viral
- 8 well-being
- 9 Tourism needs to become more sustainable, so that beaches are not destroyed for future generations.
- 10 Many teenagers don't realise how much privacy they lose when they post photos online.
- 11 My exercise routine is simple: I go running three mornings a week before school.
- 12 A university qualification is still important, but experience matters more in some jobs.

Unit 12 · Sheet B — Topic practice: original test prompts

- 1 (a) Possible notes: recycle bottles, cans; Khao Yai — forest, elephants; extra fee: yes, conservation, but fair price for locals (b) Model answer: Part 3: I think a small extra fee is fair, because the money can pay for rangers and cleaning. However, it should be lower for local people, so they can still enjoy their own country's nature. **Examiners reward:** consistent, relevant answers across all parts; topic vocabulary; justified opinion in Part 3. [6]
- 2 (a) Possible notes: 7 hrs, less before exams; habit: no phone after 10; stress: exams, social media, future (b) Model answer: Part 3: There are several reasons. Exams are very competitive, social media makes people compare themselves, and many teenagers are already worried about university. As a result, they rarely feel they can relax. **Examiners reward:** multiple causes, a consequence, and well-being vocabulary. [6]
- 3 (a) Possible notes: architect; nurses — care, long hours, low pay; salary vs satisfaction, balance (b) Model answer: Part 3: Not for me. A good salary matters, of course, but if you hate your job you'll be unhappy every day. I'd rather earn a bit less and have a good work-life balance. **Examiners reward:** clear position with justification and preference structures. [6]
- 4 (a) Possible notes: news apps, YouTube; dictionary app; check source, date, compare two sites, ask teacher (b) Model answer: Part 3: They should check who wrote it and when, and compare it with at least one other reliable source. If a story seems shocking, it might be fake news, so it's worth waiting before sharing it. **Examiners reward:** practical methods, modals of advice and speculation, topic vocabulary. [6]
- 5 (a) Possible notes: beach — swimming; Loy Krathong — floating krathong, candles; tourism: jobs + interest vs commercialised (b) Model answer: Part 3: It can do both. Tourism creates jobs and keeps some traditions alive because visitors are interested. On the other hand, festivals can become commercialised, more like shows for tourists than real celebrations. **Examiners reward:** balanced evaluation, cultural detail and a range of linking language. [6]

End-of-book check

- 1 about 5–6 minutes
- 2 10
- 3 I'd like to talk about...
- 4 other
- 5 might possibly
- 6 has
- 7 Do you mean in my country or in general?
- 8 used
- 9 He go— sorry, he went home.
- 10 NOM

Practice speaking test

- 1 (a) Model: I live in a quiet residential area on the edge of town, about ten minutes from the beach. — Rewards a direct answer with a detail. (b) Model: Most of my friends meet at the mall or play football at the park in the evenings, when it's cooler. — Rewards relevant extension. (c) Model: Quite a lot — a lot of new hotels have been built, so it's become much busier. — Rewards present perfect for change. (d) Model: I'd like to live in a big city for a few years, because there would be more opportunities for university and work. — Rewards conditional/future form and a reason.
- 2 (a) Possible notes: swimming / cooking / coding; age 12, with uncle; difficult: fear of deep water; proud: now teach younger cousins. (b) Model: 'The skill I'm proudest of is swimming. I learnt quite late, when I was twelve, because I'd always been afraid of deep water. My uncle taught me during one summer holiday... The most difficult part was putting my face in the water... I'm proud because now I help my younger cousins learn.' — Rewards an organised talk, signposting, a range of tenses and a personal ending.
- 3 (a) Model: Managing money, cooking and first aid — skills everyone needs but many young people never learn. — Rewards relevant ideas with justification. (b) Model: For simple things videos are fine, but a person can notice your mistakes and encourage you, so for difficult skills I'd choose a teacher. — Rewards balance and a clear conclusion. (c) Model: Often they expect quick results; when progress slows they lose motivation. Fear of looking silly is another reason. — Rewards multiple causes. (d) Model: Routine tasks are likely to be automated, so creativity, communication and the ability to keep learning will probably matter more. — Rewards speculation with modals and degrees of certainty. (e) Model: Yes, because so many services are online now. Libraries could run free classes, and grandchildren could teach them at home. — Rewards opinion + practical methods.
- 4 (a) Higher marks (8–10): every question answered fully and relevantly; ideas developed with reasons and examples; responds naturally in discussion. Middle (4–7): mostly relevant, some development. Lower (1–3): short or off-topic answers. [10] (b) Higher (8–10): easy to understand throughout; natural stress and intonation; few hesitations, and pauses are used naturally. Middle (4–7): generally clear, some hesitation. Lower (1–3): frequent long pauses; listener has to work hard. [10] (c) Higher (8–10): wide, precise topic vocabulary and natural phrases; paraphrases successfully. Middle (4–7): adequate vocabulary with some repetition or errors. Lower (1–3): very basic, frequent wrong words. [10] (d) Higher (8–10): a range of tenses, conditionals, modals and complex sentences, mostly accurate. Middle (4–7): some complex structures with errors that rarely affect meaning. Lower (1–3): mainly simple sentences with frequent errors. [10]