Keynote Advanced End-of-course Test B

Paper 4: Speaking – Teacher's instruction pack

Time: 15 minutes per pair of students

INFORMATION

This paper carries a total of 20 marks.

There are four parts to the test.

For each part a mark is given out of five for each student.

See the Answer Key for the mark scheme.

Student's name	**Part 1** (out of 5)	**Part 2** (out of 5)	**Part 3** (out of 5)	**Part 4** (out of 5)	**Total** (out of 20)

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Part 1 (2 minutes)

Examiner to A/B: Good morning / afternoon / evening.

My name is …*[name]*… and this is my colleague …*[name]*… .

And your names are?

Can I have your mark sheets, please?

(Students hand over the mark sheets to the Examiner.)

Thank you. First of all, we'd like to know something about you.

(Examiner asks each student one or more questions from the following list.)

- Where are you from?
- What do you do here/there?
- Why did you start studying English?
- How do you hope to use your English in the future?

(Examiner then asks each student one or more questions from the following list.)

- Do you manage to get enough free time in a normal week?
- Do you enjoy living/working where you do? (Why?)
- How would you like to let your hair down this weekend?
- What creative skill would you most like to have? (Why?)
- Would you like to work for a charitable organization? (Why? / Why not?)
- Would you say you are a spontaneous person? (Why?)
- Do you generally prefer to exercise or do sport alone? (Why?)
- What do you hope to be doing in ten years' time?

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- **Part 2 (4 minutes)**

Examiner to both students:

In this part of the test I'm going to give each of you three pictures. I'd like you to talk about **two** of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

(Student A), it's your turn first. Here are your pictures. They show **people expressing emotions towards each other.**

(Give Part 2A of the Student Speaking pack to Student A.)

I'd like you to compare **two** of the pictures, and say **what emotions the people are expressing towards each other, and what you think might have caused these feelings.**

(Student A speaks for approximately 1 minute.)

Thank you.

(Student B), **which situation would be the most memorable for the people involved? (Why?)**

(Student B speaks for approximately 30 seconds.)

Thank you. Can I have the pictures, please?

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(Student B), here are your pictures. They show **people attempting to meet challenges.**

(Give Part 2B of the Student Speaking pack to Student B.)

I'd like you to compare **two** of the pictures, and say **what skills the people might need to achieve the challenge, and what reasons they might have for taking on the challenge.**

(Student B speaks for approximately 1 minute.)

Thank you.

(Student A), **which of the challenges do you think is the most demanding? (Why?)**

(Student A speaks for approximately 30 seconds.)

Thank you. Can I have the pictures, please?

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Part 3 (4 minutes)

Examiner to both students:

Now I'd like you to talk about something together for about two minutes.

Here are some team-building activities that can help people to work together effectively and a question for you to discuss. First you have some time to look at the task.

(Give Part 3 of the Student Speaking pack to the students. Allow 15 seconds for students to look at the task.)

Now, talk to each other about **what people might be able to learn from each of the team-building activities.**

(Students A and B talk together for 2 minutes.)

Thank you.

Now you have about a minute to decide **which of these activities would offer the most effective learning experience.**

(Students A and B talk together for approximately 1 minute.)

Thank you. Can I have the piece of paper, please?

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Part 4 (5 minutes)

Examiner:

(Examiner uses the following questions, in order, as appropriate.)

- Most team-building activities are highly structured and well prepared in advance. Is this always a good idea? (Why? / Why not?)
- How important is it for team-building activities to be compulsory, when they are held by a company?
- Do you think that it's more beneficial to do team-building activities in your free time or during working hours?
  (Why? / Why not?)
- Do you think, generally speaking, that team-building activities should teach skills which are useful in the workplace, or should their main aim be social? (Why? / Why not?)
- Have you taken part in a team-building activity that was particularly useful?
- Is there any type of team-building activity which, from your personal experience, you would not recommend? (Why / Why not?)

Select any of the following prompts, as appropriate:

- **What do you think?**
- **Do you agree?**
- **How about you?**

Thank you. That's the end of the Speaking Test.

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