Keynote Proficient End-of-course Test A

Paper 4: Speaking – Teacher's instruction pack

Time: 16 minutes per pair of students

INFORMATION

This paper carries a total of 15 marks.

There are three 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)	**Total** (out of 15)

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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 both students the following questions.)

- Where are you from?
- What do you do?

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

- What do you like most about where you live? (Why?)
- Do you have a good work-life balance? (Why? / Why not?)
- How good are you at managing your time?
- If you could travel to any part of the world, where would it be and why?
- What percentage of your time is spent using social media? (Why?)
- What's your greatest ambition? (Why?)

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Part 2 (4 minutes)

Examiner to both students:

Now, in this part of the test you're going to do something together. Here are some pictures of people in different situations.

*(Put Part 2 of the Student Speaking Pack on the table in front of both students. Choose **two** of the pictures for the students to look at.)*

First, I'd like you to look at this picture *(point to selected picture)* and this picture *(point to selected picture)* and talk about how common it is for people to do these jobs in your country.

You have about a minute for this, so don't worry if I interrupt you.

(Students A and B talk for about one minute.)

Thank you. Now look at all the pictures.

I'd like you to imagine that a TV documentary is being made about teaching people how to do home DIY. These pictures show some of the jobs that are being considered.

Talk together about the benefits and drawbacks of doing each of these jobs yourself in your own home. Then decide which job would be the most useful for people to learn about in the documentary.

You have about three minutes to talk about this.

(Students A and B talk for about three minutes.)

Thank you. Can I have the pictures, please?

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Part 3 (10 minutes)

***Phase 1* (3 minutes)**

Examiner to both students:

Now, in this part of the test you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

So, *(Student A)*, I'm going to give you a piece of paper with a question written on it and I'd like you to tell us what you think. There are also some ideas on the piece of paper for you to use if you like.

Alright? Here is your piece of paper.

(Put Part 3A of the Student Speaking Pack on the table in front of Student A.)

Please let *(Student B)* see your piece of paper. Remember *(Student A)*, you have about two minutes to talk before we join in.

(Student A talks for two minutes.)

Thank you.

(Ask one of the following questions to Student B.)

- Generally speaking, how 'hyperconnected' are you?
- How do you feel when you are *not* hyperconnected? (Why?)
- Would you ever consider giving up any of your electronic devices? (Why? / Why not?)

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(Invite Student A to join in by selecting one of the following prompts.)

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

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

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***Phase 2* (3 minutes)**

Examiner to student B:

Now, *(Student B)*, it's your turn to be given a question. Here is your piece of paper.

(Put Part 3B of the Student Speaking Pack on the table in front of Student B.)

Please let *(Student A)* see your piece of paper. Remember *(Student B)*, you have about two minutes to tell us what you think, and there are some ideas on the piece of paper for you to use if you like. Alright?

(Student B talks for two minutes.)

Thank you.

(Ask one of the following questions to Student A.)

- Why do you think some people feel they are missing out if they are not hyperconnected at all times?
- On which occasions do you think it might be advantageous *not* to be connected?
- What benefits can you see to being completely unconnected?

(Invite Student B to join in by selecting one of the following prompts.)

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

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

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***Phase 3* (4 minutes)**

Examiner to both students:

Now, to finish the test, we're going to talk about 'decisions' in general.

(Examiner chooses a selection of the following questions to ask both students. Allow up to four minutes for the students to discuss the questions.)

- Do you think being hyperconnected generally has a positive or negative effect on people's relationships?
- Does having access to so much information make it difficult to make decisions?
- Do you think there are some places where all devices should be switched off?
- Which aspects of life do you think were simpler before hyperconnectivity?
- Which do you think were more challenging?
- Do you think people might miss out on real life by being hyperconnected all the time?

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

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