

Please note that Sample Paper 2 contains the same set of Part 1 questions as Sample Paper 1. (In the actual exam, these questions vary.)

Part 1 2 minutes (3 minutes for groups of three)	<p>Good morning/afternoon/evening. My name is and this is my colleague</p> <p>And your names are?</p> <p>Can I have your mark sheets, please?</p> <p>Thank you.</p> <ul style="list-style-type: none"> • Where are you from, (Candidate A)? • And you, (Candidate B)? <p>First we'd like to know something about you.</p> <p style="text-align: center;"><i>Select one or more questions from any of the following categories, as appropriate.</i></p> <p style="text-align: center;">People you know</p> <ul style="list-style-type: none"> • Who are you most like in your family? Tell us about him/her. • Do you have a best friend? (What do you like about him/her?) • Who do you spend time with after school? (What do you do together?) • Tell us about a good teacher you've had. <p style="text-align: center;">Things you like</p> <ul style="list-style-type: none"> • What's your favourite subject at school? (Why do you like it?) • Do you like reading? (What do you like to read?) (Why?) • Do you enjoy using the internet in your free time? (Why? / Why not?) • Tell us about the things you like doing at the weekend. <p style="text-align: center;">Places you go to</p> <ul style="list-style-type: none"> • Do you like your school? (Why? / Why not?) • Are there any nice places to go in (candidate's area)? (What are they?) (Why do you like them?) • Have you been anywhere nice recently? (Where did you go?) (Why?) • Where would you like to go for your next holiday (Why would you like to go there?)
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Part 2 4 minutes (6 minutes for groups of three)	<p style="text-align: center;">1 Ways of learning</p> <p style="text-align: center;">2 A day out</p> <p>Interlocutor</p> <p>In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.</p> <p>(Candidate A), it's your turn first. Here are your photographs. They show students learning in different ways.</p> <p style="text-align: center;"><i>Place Part 2 booklet, open at Task 1, in front of Candidate A.</i></p> <p>I'd like you to compare the photographs, and say what might be good for the students about learning in these ways.</p> <p>All right?</p> <p>.....</p> <p>Thank you.</p> <p>Candidate A ⌚ 1 minute Interlocutor</p> <p>(Candidate B), do you prefer learning things on your own or with friends?</p> <p>.....</p> <p>Candidate B ⌚ approximately 30 seconds</p> <p>Interlocutor</p> <p>Thank you. (Can I have the booklet, please?) Retrieve <i>Part 2 booklet</i>.</p> <p>Now, (Candidate B), here are your photographs. They show friends having a day out together.</p> <p style="text-align: center;"><i>Place Part 2 booklet, open at Task 2, in front of Candidate B.</i></p> <p>I'd like you to compare the photographs, and say what the friends are enjoying about their day out.</p> <p>All right?</p> <p>.....</p> <p>Thank you.</p> <p>Candidate B ⌚ 1 minute Interlocutor</p> <p>(Candidate A), which of these things would you prefer to do on a day out?</p> <p>.....</p> <p>Candidate A ⌚ approximately 30 seconds</p> <p>Interlocutor</p> <p>Thank you. (Can I have the booklet, please?) Retrieve <i>Part 2 booklet</i></p>
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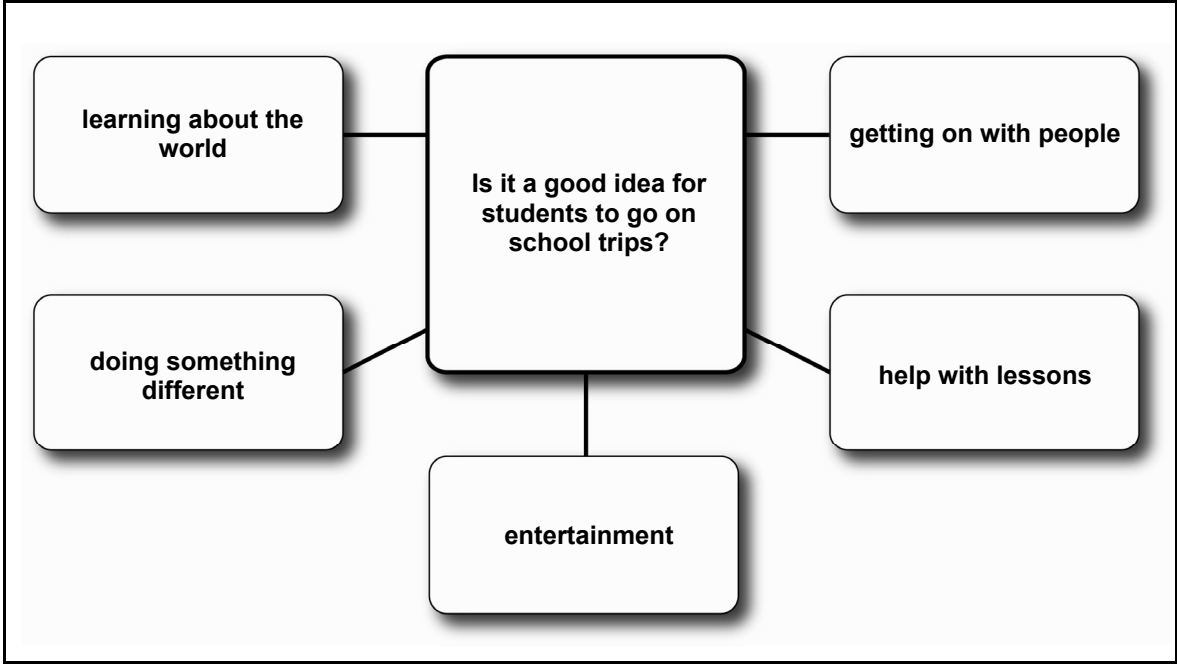
What are the friends enjoying about their day out?



1

What might be good for the students about learning in these ways?





Part 3 4 minutes (5 minutes for groups of three)
Part 4 4 minutes (6 minutes for groups of three)

21 School trip

Part 3

Interlocutor

Now, I'd like you to talk about something together for about two minutes (3 minutes for groups of three).

Here are some reasons why many students go on school trips and a question for you to discuss. First you have some time to look at the task.

Place **Part 3** booklet, open at **Task 21**, in front of the candidates. Allow 15 seconds.

Now, talk to each other about **whether it's a good idea for students to go on school trips**.

Candidates

⌚ 2 minutes (3 minutes for groups of three)

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Interlocutor

Thank you. Now you have about a minute to decide **which two things are the most important for teachers to think about when they organise school trips for their students**.

Candidates

⌚ 1 minute (for pairs and groups of three)

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Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

Part 4

Interlocutor

Use the following questions, in order, as appropriate:

- Do you think school trips should take place on a school day or at the weekend? (Why?)
- If you go on a school trip, is it better to visit a city, or go to the countryside? (Why?)
- What can students do in class after going on a school trip? (Why?)
- What's a good place for students to visit in (candidate's country)? (Why?)
- What's the most interesting thing about visiting other countries? (Why?)
- If you could go anywhere in the world, where would you go? (Why?)

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Thank you. That is the end of the test.