**Sample test exercises: speaking**

**A: Do a role-play**

Partner A takes a card, Partner B takes the other card.

Read carefully what you have to do.

Don’t show the card to your partner.

Get prepared for about 10 minutes.

Then go into a discussion.

The discussion can be recorded and marked by the teacher later on.

|  |  |
| --- | --- |
| **Partner A:** | **Partner B:** |
| A boy/ girl about your age stops you in the street and asks you to answer some questions about environmental problems in your country and in the world. He/she also wants to talk about environmental protection. Your partner starts. | You are doing a survey to find out how much knowledge people have about environmental problems in their country and in the world. It will take about 10 minutes. You stop a boy/ girl. You start. |
| * Ask how long it will take.
* Answer first general questions about your age, type of school, hobbies.
* You think that we don’t have much environmental problems in Switzerland. Maybe it sometimes is too dry in the summer month.
* Tell her/him, that you think that the biggest environmental problems in the world are (for example): pollution (plastic) and overfishing. Give detailed reasons why you think these are big problems.
* Answer what you personally do to protect the environment.
 | * Ask if he/she would like to answer questions about environmental problems.
* Ask about his/her age, which type of school he/she goes to, what his/her hobbies are.
* Ask what he/she thinks the biggest environmental problems in Switzerland are.
* Ask him/her what the biggest environmental problems in the world are.
* Ask further questions to go deeper into this topic and keep the discussion going on.
* Ask what he/she does to protect the environment.
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| Useful phrases“I think/ In my opinion”“It could be that”“On the one hand” – “On the other hand”“Some people think”“An interesting fact is”“Sadly” | Useful phrases:“May I ask you…?”“What do you think about…”?“On the one hand” – “On the other hand”“Some people think”“An interesting fact is”“Sadly” |

**Evaluation grid:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Fluency:Suitable speed, fluency, self-correction, …  | 1 | 2 | 3 | 4 |
| Communication/ Content:Flexibility, reaction, keep the discussion going, ask/answer the questions correctly. | 1 | 2 | 3 | 4 |
| Accuracy/ Grammar:Sentence structure, tenses, … | 1 | 2 | 3 | 4 |
| Vocabulary:Wide variety of words, uses new vocabulary and chunks | 1 | 2 | 3 | 4 |

You can find many detailed evaluation grids in the net. See one example here.

Source : <http://www.cambridgeenglish.org>

