



Academic English  
**Speaking Tests**

EXAMPLE

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## Teacher's Notes **EXAMPLE**

**Aim:** To help students be able to speak more fluently and confidently.

**Time:** 20 minutes per test.

**Students:** 2-3 students per test.

**Delivery:** This lesson can be delivered face-to-face or online. For online delivery, each worksheet could be placed in a class document on OneDrive or OneNote.

### Section 1

2 minutes

- Section 1 is a general speaking activity. It focuses on two specific areas of general and university life. This is an individual activity and each student is asked a number of these questions over 2 minutes. Students should answer the questions and show development using examples.

### Section 2

2 minutes

- Section 2 is a photograph comparison activity. It focuses on comparing and contrasting two photographs and answering a specific question. Students should describe each photograph using comparison and contrast language and answer the question all within 2 minutes. There are three sets of photographs.
- **Bigger images in the appendix.**

### Section 3

4-5 minutes

- Section 3 is a task-based activity. It focuses on discussing a range of ideas and collectively choosing the best one(s). Students work together and spend 5 minutes discussing the choices and evaluating their effectiveness. They then collectively decide which one(s) would be more appropriate and why.
- **Bigger task image in appendix.**

### Section 4

4-5 minutes

- Section 4 is an opinion-based activity. It focuses on asking a range of opinion-based questions around the topic of section 3. Students answer the questions individually presenting their opinion and developing their answers with clear examples.

### Marking Criteria

- Use the marking criteria on the back page of this booklet to assess the students.
- Or use the Cambridge Assessing Speaking Performance – Level B2:  
<https://www.cambridgeenglish.org/images/168619-assessing-speaking-performance-at-level-b2.pdf>

### Alternative speaking lesson:

These worksheets can also be used as speaking lesson practice.

- Give out 1 speaking test per group of 2-3 students.
- Students work through the test together following the timing.
- Section 1 the students take turns to answer the questions.
- Section 2 all the students compare the photos in 2 minutes.
- Section 3 the students work collectively to complete the task.
- Section 4 the students take it in turns to answer the question.

## Academic Speaking Skills 1 **EXAMPLE**

### Section 1: General Speaking

[2 minutes]

#### General

How do you spend your evenings?

\_\_\_\_\_

Who do you look up to and why?

#### Studying and University Life

What do you need to buy at the moment to improve your studying?

What \_\_\_\_\_?

How do you get to class?

Which classes \_\_\_\_\_? Why?

How are you coping with cooking for yourself?

### Section 2: Comparison

[2 minutes]

Student A: Look at the two photographs below. Compare and contrast the photos and state how collaborative work can strengthen understanding and learning.

Photograph 1



Photograph 2

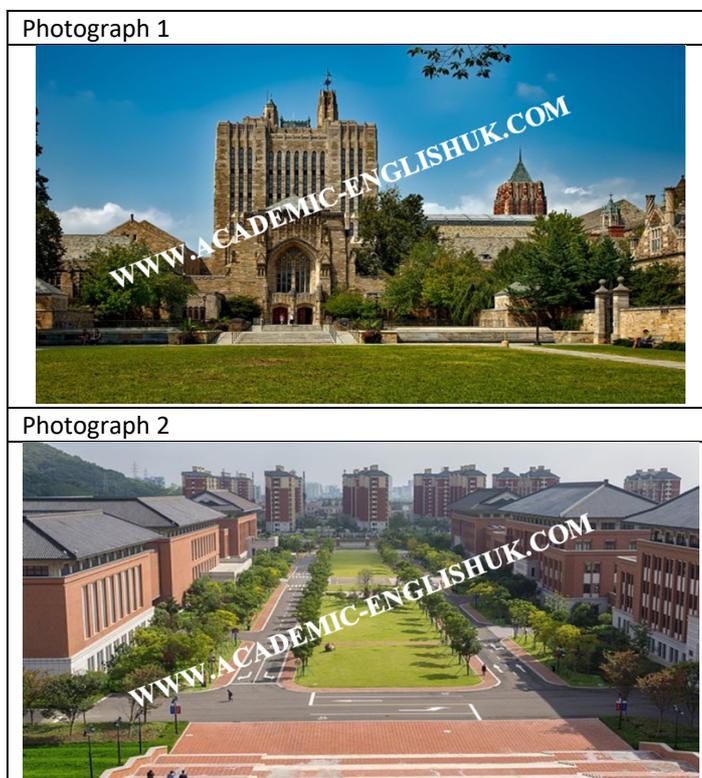


**\* NO WATERMARKS ON PAID VERSION**

Student B: Look at the two photographs below. Compare and contrast the photos and state which  study.



Student C: Look at the two university campus photographs below. Compare and contrast the photos and state which .

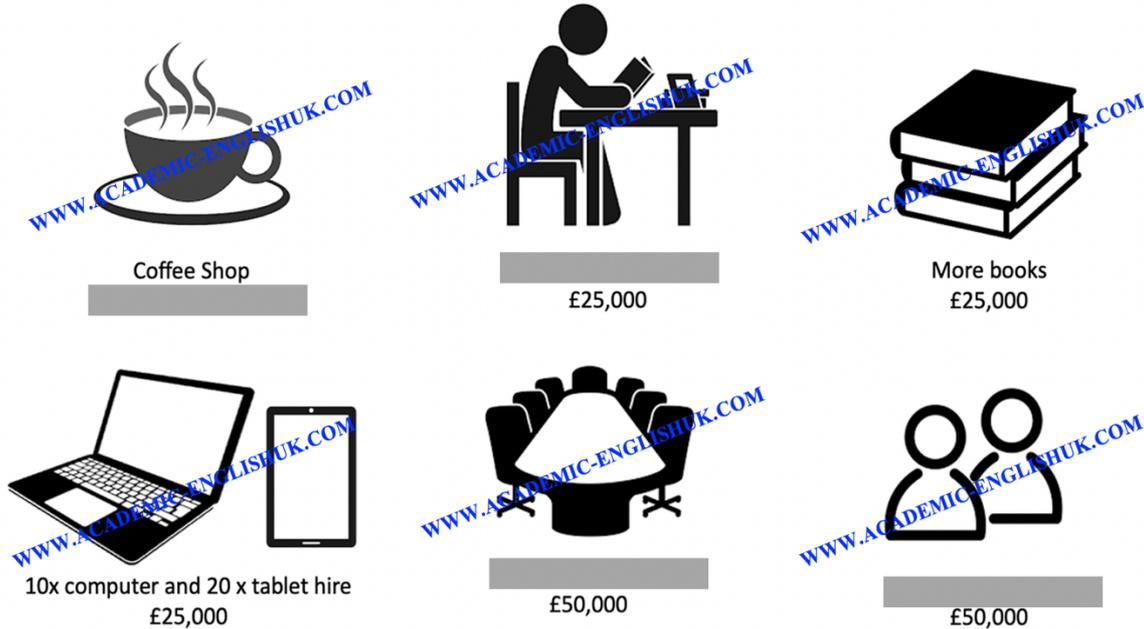


**Section 3: Task**

[5 minutes]

Work in twos or threes to discuss something together.

Imagine that the university library has received a £50,000 funding grant that they can spend on improving the library. Look at the infographic below and decide collectively on what would be the best improvement(s) and why. You have 2 minutes preparation time.



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**Section 4: Follow up questions**

[4 minutes]

1. How often do you use the library?
2. What [redacted] library?
3. What are the main differences between a digital library and a physical library?
4. Have you or [redacted] library?
5. What would make your library experience better?
6. If you were going [redacted] why?
7. Some people believe libraries are becoming a thing of the past. Why do you think people believe this?
8. How do you [redacted] future?

## Academic Speaking Skills 2 **EXAMPLE**

### Section 1: General Speaking

[2 minutes]

#### General

Tell me a bit about your hometown.

Talk about [REDACTED].

How would you describe your personality?

#### Studying and University Life

Do you think study groups are beneficial for learning?

Which [REDACTED]? Why?

What types of lecture notes do you take?

What is the [REDACTED] at the moment?

How are you coping doing all your own washing?

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### Section 2: Comparison

[2 minutes]

Student A: Look at the two photographs below. Compare and contrast the photos and state which way is better to learn.



**\* NO WATERMARKS ON PAID VERSION**

Student B: Look at the two photographs below. Compare and contrast the photos and state how  university.

Photograph 1



Photograph 2



Student C: Look at the two university classroom photographs below. Compare and contrast the photos and state which .

Photograph 1



Photograph 2



**Section 3: Task**

[5 minutes]

Work in twos or threes to discuss something together.

Imagine that the university [redacted] students. Look at the infographic below and decide collectively on what would be [redacted] this. You have 2 minutes preparation time.



TV adverts



Social media campaigns



**\* NO WATERMARKS ON PAID VERSION**

**Section 4: Follow up questions**

1. Why did [redacted] university?
2. What criteria did you use to judge the credibility of this university?
3. Do you [redacted] universities for their children?
4. What types of advertising have you seen for universities?
5. How is [redacted] university decision?
6. If you hadn't come to this university, which one would you have gone to?
7. What [redacted] better?
8. What's the difference between [redacted]? Which would you prefer?

## Academic Speaking Skills 3 **EXAMPLE**

### Section 1: General Speaking

[2 minutes]

#### General

What are your [redacted] at the moment?  
Briefly summarise what you have been doing over the last two years.  
What types of things [redacted] ?

#### Studying and University Life

What do you [redacted] ?  
What research have you been doing recently? Why?  
Describe [redacted] seminar.  
Which end of semester exam is the most daunting?  
What do [redacted] students?

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### Section 2: Comparison

[2 minutes]

Student A: Look at the two photographs below. Compare and contrast the photos and state which [redacted] subject.

Photograph 1



Photograph 2



**\* NO WATERMARKS ON PAID VERSION**

Student B: Look at the two photographs below. Compare and contrast the photos and state why

Photograph 1



Photograph 2



Student C: Look at the two photographs below. Compare and contrast the photos and state why students

Photograph 1



Photograph 2



**Section 3: Task**

[5 minutes]

Work in twos or threes to discuss something together.

Imagine that the university  the students. Look at the infographic below and decide collectively on what would  to do this. You have 2 minutes preparation time.



A study room



A bar



Snooker and games room



social space



A sauna and spa room

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**Section 4: Follow up questions**

[4 minutes]

1. Why did you choose your accommodation?
2. What types  have taken?
3. If you hadn't selected this accommodation, where would you have lived?
4. What could be improved  ?
5. What have you found difficult about living away from home?
6. What  ? Why?
7. Describe the differences between university  share?
8. What are the  other students?

## Academic Speaking Skills 4 **EXAMPLE**

### Section 1: General Speaking

[2 minutes]

#### General

What kinds of [redacted] country?

Talk about a recent film you have seen recently.

What [redacted] ?

#### Studying and University Life

What have you been recently researching in the library?

Where do you [redacted] ? Why?

Which classes are your favourite at the moment? Why?

What area of [redacted] work?

What do [redacted] ?

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### Section 2: Comparison

[2 minutes]

Student A: Look at the two photographs below. Compare and contrast the photos and state what [redacted] photo.



**\* NO WATERMARKS ON PAID VERSION**

Student B: Look at the two photographs below. Compare and contrast the photos and state which   better.

Photograph 1



Photograph 2



Student C: Look at the two photographs below. Compare and contrast the photos and state   work.

Photograph 1



Photograph 2



**Section 3: Task**

[5 minutes]

Work in twos or threes and discuss something together.

Imagine that the university is [redacted] learning. Look at the infographic below and decide collectively on what is/are the best [redacted].

You have 2 minutes preparation time.



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**Section 4: Follow up questions**

[4 minutes]

1. Why are [redacted] ?
2. What are the challenges of lecture learning? How [redacted] ?
3. How did [redacted] ? What strategies did you use?
4. What coursework have you been working on recently?
5. Why do [redacted] ?
6. What elements of your course are online?
7. What could be [redacted] ?
8. How do you think the [redacted] the future?

## Academic Speaking Skills 5 **EXAMPLE**

### Section 1: General Speaking

[2 minutes]

#### General

\_\_\_\_\_ ?

Briefly describe your house / flat.

What types \_\_\_\_\_ ?

#### Studying and University Life

How do you organise your time?

Do \_\_\_\_\_ ? When do you usually do it?

Where will you live next year?

If you \_\_\_\_\_, where would you go and why?

What are you going to do tonight to relax?

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### Section 2: Comparison

[2 minutes]

Student A: Look at the two photographs below. Compare and contrast the photos and state \_\_\_\_\_ and why.



**\* NO WATERMARKS ON PAID VERSION**

Student B: Look at the two photographs below. Compare and contrast the photos and state

Photograph 1



Photograph 2



Student C: Look at the two photographs below. Compare and contrast the photos and state why  places.

Photograph 1



Photograph 2



**Section 3: Task**

[5 minutes]

Work in twos or threes and discuss something together.

How have these fields of [redacted] over the last 100 years?

Look at the infographic below and decide collectively on which field [redacted]

from [redacted]. You have 2 minutes preparation time.



[redacted]



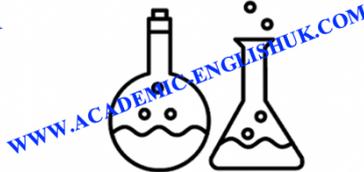
Medicine



Media



Sport



[redacted]



[redacted]

**\* NO WATERMARKS ON PAID VERSION**

**Section 4: Follow up questions** [4 minutes]

1. What technology do you use to learn?
2. What [redacted] bought?
3. What do you think has been the biggest technological breakthrough in the 21<sup>st</sup> century?
4. What has [redacted] century?
5. How has technology changed our society in the last [redacted]?
6. Why do you [redacted]?
7. If you could buy a new technological device today, what would you buy and why?
8. What do you [redacted]?



# APPENDIX

**Test 1 Section 2: Comparison** EXAMPLE

Student A: Look at the two photographs below. Compare and contrast the photos and state how collaborative work can strengthen understanding and learning.

Photograph 1



Photograph 2

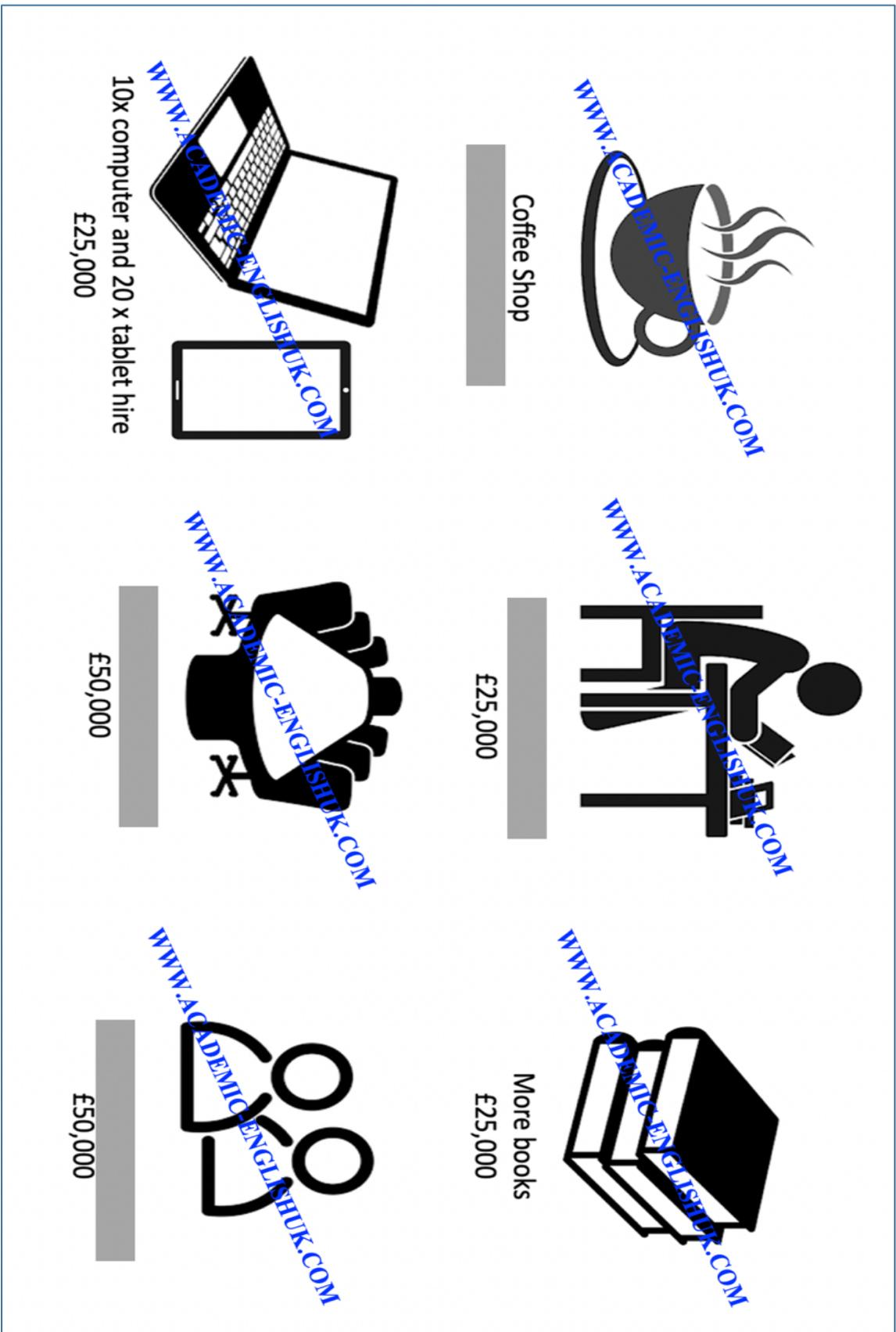


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**ALL BIGGER PHOTOS INCLUDED IN PAID VERSION...**

**Test 1 Section 3: Task EXAMPLE**

Imagine that the university library has received a £50,000 funding grant that they can spend on improving the library. Look at the infographic below and decide collectively on what would be the best improvement(s) and why.



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**ALL BIGGER INFOGRAPHIC IMAGES INCLUDED IN PAID VERSION...**

**Speaking Test Criteria EXAMPLE**

	<b>Language Accuracy (Grammar / vocabulary) (20%)</b>	<b>Language Range (Grammar / vocabulary) (20%)</b>	<b>Fluency &amp; Pronunciation (20%)</b>	<b>Communicative Effectiveness (40%)</b>
<b>5</b>	Very good Language Accurate + complex. Minor errors.	A wide variety of language.		Precise expression and good interactive strategies.
<b>4</b>			Easy to understand Some mispronunciations.	Express themselves clearly and a variety of interactive strategies.
<b>3</b>	Acceptable Weakness in complex sentences. Errors.	Acceptable – but not high level. Repetitive.		
<b>2</b>		Limited range of language. Simple vocabulary.	Fairly difficult to understand. Lots of mispronunciations.	
<b>1</b>	Very poor language. Serious errors.		Very difficult to understand. Mispronunciations = misunderstanding?	Unclear and unrelated to discussion. Limited interaction / QUIET.

