

Speaking worksheet 1A



Tip

Speak clearly so that your partner can hear you.

Student A: Put the words in the correct order to make questions or statements. Then ask and answer with your partner.

- 1 you / did / primary school / go / where / to / ?

- 2 your / about / like / you / what / primary school / did / ? Why?

- 3 school / your / secondary / me / about / tell.

- 4 have / school / what / made / friends / at / you / ?

- 5 subjects / friends / you / like / the same / as / do / your / ?

- 6 to / at / are / do / going / school / next / what / week / you / ?

Out & About 2 – PHOTOCOPIABLE © Cambridge University Press 2015



Speaking worksheet 1B



Tip

Speak clearly so that your partner can hear you.

Student B: Put the words in the correct order to make questions or statements. Then ask and answer with your partner.

- 1 your / what / subject / favourite / is / ? Why?

- 2 have / in this subject / you / studied / something / tell me about.

- 3 at school / the last time / something / you / when / made / was / ?

- 4 you / ever / a school trip / have / on / been / ?

- 5 spend / on homework / you / each week / how long / do / ?

- 6 you / are / to / what / when / do / you / leave school / going / ?

Out & About 2 – PHOTOCOPIABLE © Cambridge University Press 2015

Tip

Listen carefully to the others in your group and respond to what they say.

A new school for children aged three to twelve.

Work in groups of four. You are part of a group of people who are going to set up a new primary school in a small town. You have to agree with each other on these points:

- the curriculum: what subjects are you going to include? Choose the five most important.
- the size of the classes: large or small?
- resources: what are you going to buy? Computers, books, art materials, sports equipment or musical instruments? If you have large classes you can choose four sorts of resources. If you have small classes, you can choose two.

Student A

You have two children aged three and four. You want them to express themselves and to learn how to relate to others. At school you want them to have plenty of opportunities to be creative. Class size isn't important to you, but you want your children to try lots of different things – Art, Music, P.E. – and to learn to use computers. You aren't concerned about their academic achievements, although you want them to learn basic Maths and Science.

Student B

You have been a primary school teacher for five years and you think the most important thing is to teach children how to read and write and to give them a basic knowledge of Maths, Science, Geography and History. You think that books, computers and tablets are essential in the classroom. In your experience, children learn best in small classes. You think that sports equipment is more useful than art materials or musical instruments.

Student C

You have two children aged five and eight, who both love sport. The older child is also musical, and the younger child is very keen on computers. You want Music and Information Technology to be on the curriculum as well as P.E., Maths and Science. Class size is less important to you than having plenty of books, computers and sports equipment. The classes at your own primary school were large and you were happy there.

Student D

You are a primary school teacher and a parent of a three-year-old boy. He is a quiet, shy child, who likes stories and computer games. You want small classes and a relaxed atmosphere in the school. Small class sizes are more important to you than computers or sports equipment. You think a mixture of Science and Art is important, so you want the curriculum to include Maths, Science, Design and Technology and Music.

Tip

Try not to leave long pauses when you are speaking.

Student A: Describe and compare the people and objects in the pictures. What do you think the people are enjoying about each activity? Try to speak for one minute without stopping or repeating yourself.



Student B: Listen to Student A and then tell him/her your thoughts on this question: Which of these art lessons would you prefer to take part in? Why?

Tip

Try not to leave long pauses when you are speaking.

Student B: Describe and compare the different school activities in the pictures. What do you think the people are learning from doing these activities? Try to speak for one minute without stopping or repeating yourself.



Student A: Listen to Student B and then tell him/her your thoughts on this question: Which of these activities would you prefer to watch? Why?

Tip

When you ask a question like 'How important do you think crime is?' the level of your voice should rise and then fall at the end of the question.

Ask four people in your class for their opinions on the social issues in the table. Ask each person to give each issue a number from 0 to 3.

0 = I don't know.

1 = This is not important; the government doesn't need to do anything about it.

2 = This is quite important; the government needs to do something about it soon.

3 = This is very important; the government needs to do something about it now.

Issue	Student 1	Student 2	Student 3	Student 4	Total score
Youth unemployment					
Poverty among families					
Poverty among pensioners					
Crime					
Violence against women					
Racial discrimination					
Use of illegal drugs					
Immigration					
Mental illness					

Discuss the scores with a partner. Which three issues are the most important, in the opinion of the people you asked? Do you agree? Why? / Why not?

Speaking worksheet 5A



Tip

Start the discussion sometimes. Don't wait for your partner to start it each time.

Student A: Discuss the following situations with your partner.

Situation 1

There is a demonstration tomorrow about the high rate of unemployment among young people. You want to go and you want your partner to go with you. Your reasons for going are:

- unemployment will be a problem for you both.
- it's important to express your opinion in public.

Think of two more reasons for going.

Situation 2

Your partner has asked you to sign an online petition against the closure of your local hospital. You don't want to sign because:

- You think the hospital in the neighbouring town is better.
- It's not far to the other hospital.

Think of two more reasons for not signing the petition.

Situation 3

You and your partner are going on a demonstration about a proposed increase in university tuition fees. You want to make a poster for the demonstration. Discuss what to put on it with your partner and reach an agreement.

Out & About 2 – PHOTOCOPIABLE © Cambridge University Press 2015



Speaking worksheet 5B



Tip

Start the discussion sometimes. Don't wait for your partner to start it each time.

Student B: Discuss the following situations with your partner.

Situation 1

There is a demonstration tomorrow about the high rate of unemployment among young people. You don't want to go and you don't want your partner to go. You want him/her to watch a DVD with you instead. Your reasons for not going are:

- you think the situation will have improved by the time you need jobs.
- demonstrating doesn't achieve anything.

Think of two more reasons for not going.

Situation 2

You have signed an online petition against the closure of your local hospital and you want your partner to sign it too. You have signed it because:

- You want to be able to go to a local hospital, not one in the neighbouring town
- The hospital employs thousands of people, including your mother.

Think of two more reasons for signing the petition.

Situation 3

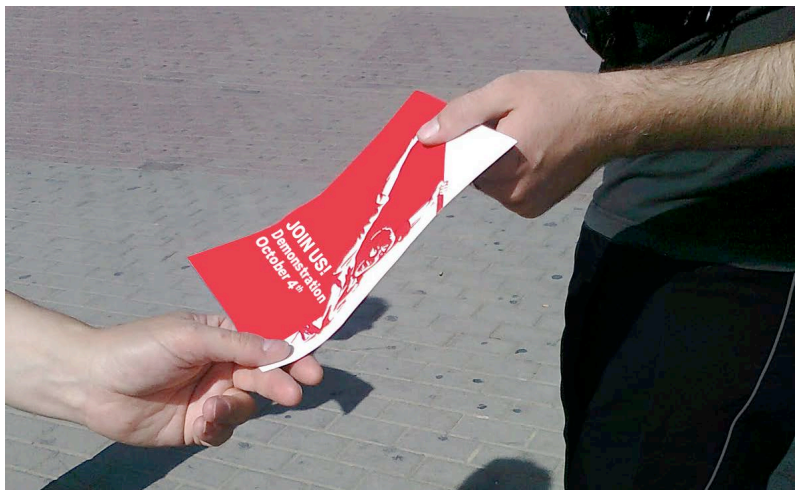
You and your partner are going on a demonstration about a proposed increase in university tuition fees. You want to take an object to wear or carry on the demonstration to represent this increase. Discuss what to take with your partner and reach an agreement.

Out & About 2 – PHOTOCOPIABLE © Cambridge University Press 2015

Tip

Use phrases for comparing, for example, *In both pictures ... The first/second picture shows ...*

Student A: Describe and compare the different ways of communicating at demonstrations in the pictures. What are the advantages and disadvantages of communicating in these ways? Try to speak for one minute without stopping or repeating yourself.



Student B: Listen to Student A and then tell him/her your thoughts on this question: Do you prefer reading someone's opinion or listening to them?

Photograph Credits:
a) CreativeCorner / Alamy
b) Mam collection

Tip

Use phrases for comparing, for example, *In both pictures ... The first/second picture shows ...*

Student B: Describe and compare the different ways of protesting in the pictures. How is each way effective? Try to speak for one minute without stopping or repeating yourself.



Student A: Listen to Student B and then tell him/her your thoughts on this question: Would you ever take part in protests like these? Why? / Why not?

Photograph Credits:
a) Ashley Cooper / Alamy
b) © Shutterstock/a katz

Speaking worksheet 7A



Tip

If you don't interrupt your partner, he/she will be able to speak more easily and you will understand him/her better.

Student A: Role play

There was a minor earthquake in your town a week ago, at 3 p.m. on Saturday. Now you are meeting a friend for the first time since then. Ask your friend how he/she is and what happened to him/her. Ask:

- Where were you when the earthquake struck?
- Who were you with?
- What did you do?

Think of three or four more questions.

Now tell him/her what happened to you. Complete the notes before your conversation.

I was at home / in the car / in the street / _____ .
I was alone / I was with my friends/family.
I/We stood against one of the interior walls / stopped the car / ran into the road, away from the buildings / _____ .
I/We could see wrecked cars / rubble / injured people / fallen power lines / _____ .
Lots of people / My friend / I / _____ was/were hurt.
I stayed at/went home and _____ .

Out & About 2 – PHOTOCOPIABLE © Cambridge University Press 2015



Speaking worksheet 7B



Tip

If you don't interrupt your partner, he/she will be able to speak more easily and you will understand him/her better.

Student B: Role play

There was a minor earthquake in your town a week ago, at 3 p.m. on Saturday. Now you are meeting a friend for the first time since then. Tell him/her what happened to you. Complete the notes before your conversation.

I was at home / in a café / in the park / _____ .
I was alone / I was with my friends/family.
I/We sat under the table / sat down and covered my/our head(s) with my/our arms / stayed in the park / _____ .
I/We could see collapsed buildings / broken glass / a crack in the ground / fallen trees / _____ .
No one / Some people / We / _____ was/were hurt.
I stayed at/went home and _____ .

Now ask your friend how he/she is and what happened to him/her. Ask:

- Where were you when the earthquake struck?
- Who were you with?
- What did you do?

Think of three or four more questions.

Out & About 2 – PHOTOCOPIABLE © Cambridge University Press 2015

Tip

Don't speak too quickly and don't read from your notes. Make eye contact with your audience.

Debate: Natural disasters are more frequent and more severe now than in the past.

Work in groups of four to six. Follow the instructions.

- In your groups, divide into two debating teams: A and B.
- Team A thinks that natural disasters are more frequent and more severe now than in the past. Team B thinks that they aren't.
- Work in your teams. Prepare your arguments. Use the opinions below and add your own ideas.
- Decide who will talk about each aspect of the argument and who will give a summary at the end.

A: Natural disasters are more frequent and more severe now than in the past.

- Although the number of earthquakes and volcanoes each year has remained the same, the number of hurricanes, floods and droughts has risen because of global warming. This is increasing the temperatures of the atmosphere and the oceans.
- Actions such as building on land and cutting down forests increase the number and severity of floods and droughts.
- The rise in the reported number of floods, hurricanes and droughts in recent years is not due to better communication because communication has not changed very much in the past few years.
- People who have lived a long time in areas affected by floods and droughts say that they have become more frequent and more severe.
- The increase in the number of some natural disasters is difficult to accept, because it is depressing, but it is real.

B: Natural disasters are not more frequent or more severe now than in the past.

- There are the same number of natural disasters as in the past, but more people are affected by them, because the world's population has increased and more people live in places where the disasters happen.
- Floods seem worse now partly because more people live in flood plains than before, but they are not really more severe.
- We are now able to find out about natural disasters around the world more easily than in the past, because communications have improved.
- The media always report natural disasters because of our interest in them, so now we know about disasters all over the world.
- Some people say that natural disasters are getting more frequent because they enjoy being pessimistic and making us feel depressed about the future.

- Now have the debate!

Tip

Describe each photo in turn. Refer back to the first photo when you are talking about the second one.

Student A: Describe and compare the people and places in the pictures. What problems will the people be experiencing in each situation? Try to speak for one minute without stopping or repeating yourself.



Student B: Listen to Student A and then tell him/her your thoughts on this question: How would you be affected by one of these natural disasters?

Photograph Credits:
a) qaphotos.com / Alamy
b) © Shutterstock/Dustie

Tip

Describe each photo in turn. Refer back to the first photo when you are talking about the second one.

Student B: Describe and compare the people and places in the pictures. What do you think the rescue workers will find difficult in each situation? Try to speak for one minute without stopping or repeating yourself.



Student A: Listen to Student B and then tell him/her your thoughts on this question: What qualities do you need to be a member of a rescue team?

Speaking worksheet 10A



Tip

Try to use different language to make suggestions, for example, *What about ...? What do you think of ...? Do you think ... would be a good idea?*

Student A: Discuss the following situations with your partner.

Situation 1

You and your partner are teachers. You want to make sure that your students don't get too stressed before their exams. Think of four things that will help. Include something about:

- homework
- relaxation

Situation 2

One of your friends says that she's having trouble sleeping and feels anxious a lot of the time. Think of four things you could do to help your friend. Include:

- outdoor activities that you could do together
- advice about breathing

Situation 3

You've noticed that some of your classmates are bullying another person in your class. Think of four things you could do to help this person. Include:

- telling a teacher
- keeping a diary of what you see happening

Situation 4

Your elderly neighbour has just come home from hospital after breaking his hip in a fall. Tell your partner about:

- how he has been affected physically
- how he is feeling
- what you and your family are doing to help him

Out & About 2 – PHOTOCOPIABLE © Cambridge University Press 2015



Speaking worksheet 10B



Tip

Try to use different language to make suggestions, for example, *What about ...? What do you think of ...? Do you think ... would be a good idea?*

Student B: Discuss the following situations with your partner.

Situation 1

You and your partner are teachers. You want to make sure that your students don't get too stressed before their exams. Think of four things that will help. Include something about:

- tests
- support from you

Situation 2

One of your friends says that she's having trouble sleeping and feels anxious a lot of the time. Think of four things you could do to help your friend. Include:

- talking to you about a good bedtime routine
- advice about food and drink

Situation 3

You've noticed that some of your classmates are bullying another person in your class. Think of four things you could do to help this person. Include:

- asking him/her to join your group of friends
- going with him/her to tell a teacher

Situation 4

Your younger brother is ill with a chest infection and can't go to school. Tell your partner about:

- what brought the infection on
- how he is being affected by it
- what you and your family are doing to help him

Out & About 2 – PHOTOCOPIABLE © Cambridge University Press 2015

Tip

Use phrases such as *the reason why ...* and *the reason I think that is ...* when you are giving reasons for your opinion.

Work in groups of four or five. Discuss the statements about physical and mental health and revise them so that they accurately express your group's opinions.

1 It's more important to treat physical illness than mental illness.

2 We are most healthy before we reach the age of 20.

3 We only need about five hours' sleep a night.

4 Talking about problems with others is the best way to reduce stress.

5 Teenagers don't have time for regular exercise.

6 Looking after your health doesn't become important until you're 25.

7 It's better to become a parent while you're in your twenties.

8 People are more afraid of having a mental illness than a physical one.

9 Only rich people can afford to exercise and eat properly.

10 Boys enjoy doing sport more than girls.

11 Eating meat is bad for you.

12 Most teenagers are unhappy with their appearance.

13 It's very hard to talk to doctors or parents about health problems.

14 Social media are dangerous because people always get hurt.

Tip

Use language for comparing, for example, *whereas*, *Another important difference is . . .*

Student A: Describe and compare the people in the pictures. How might the people be benefiting from each activity? Try to speak for one minute without stopping or repeating yourself.



Student B: Listen to Student A and then tell him/her your thoughts on this question: Which activity would you prefer to do and why?

Tip

Use language for comparing, for example, *whereas*, *Another important difference is . . .*

Student B: Describe and compare the different kinds of therapy in the pictures. What might the people be feeling? Try to speak for one minute without stopping or repeating yourself.



Student A: Listen to Student B and then tell him/her your thoughts on this question: Which kind of therapy would you prefer and why?

Tip

In each question, stress the words that have the most meaning.

Student A: Complete the survey about entertainment. Then ask three people in your class the questions. (Don't ask the same people that your partner asks.)

- 1 What is your favourite form of entertainment?
A music **B** film **C** TV **D** theatre **E** dance **F** books **G** magazines **H** something else: _____
 Me _____ Student 1 _____ Student 2 _____ Student 3 _____

- 2 What is your favourite kind of film?
A action **B** comedy **C** documentary **D** drama **E** science fiction **F** something else: _____
 Me _____ Student 1 _____ Student 2 _____ Student 3 _____

- 3 What is most important to you in a film?
A the actors/performances **B** the script **C** the soundtrack **D** the story **E** the special effects
 Me _____ Student 1 _____ Student 2 _____ Student 3 _____

- 4 How often do you go to the cinema?
A never **B** one to three times a year **C** four to six times a year **D** more than six times a year
 Me _____ Student 2 _____ Student 3 _____ Student 4 _____

- 5 How do you prefer to watch a film?
A at home with friends/family **B** at the cinema with friends **C** at home alone **D** on a plane/train
 Me _____ Student 1 _____ Student 2 _____ Student 3 _____

Tell your partner what people said. For example:

Two people said that their favourite form of entertainment was ...

Compare this with your opinion. For example:

... whereas my favourite form of entertainment is ...

Tip

In each question, stress the words that have the most meaning.

Student B: Complete the survey about entertainment. Then ask three people in your class the questions. (Don't ask the same people that your partner asks.)

- 1 What is your favourite form of entertainment?
A music **B** film **C** TV **D** theatre **E** dance **F** books **G** magazines **H** something else: _____
 Me _____ Student 1 _____ Student 2 _____ Student 3 _____

- 2 What is your favourite kind of music?
A classical **B** pop **C** rock **D** jazz **E** R&B **F** rap **G** reggae **H** something else: _____
 Me _____ Student 1 _____ Student 2 _____ Student 3 _____

- 3 How often do you go to concerts?
A Never **B** one to three times a year **C** four to six times a year **D** more than six times a year
 Me _____ Student 1 _____ Student 2 _____ Student 3 _____

- 4 What do you think of music videos?
A They're entertaining. **B** They're annoying. **C** They're boring. **D** I don't know.
 Me _____ Student 1 _____ Student 2 _____ Student 3 _____

- 5 How long do you spend listening to music each day?
A 0 minutes **B** less than 30 minutes **C** 30 to 60 minutes **D** one to two hours **E** more than two hours
 Me _____ Student 1 _____ Student 2 _____ Student 3 _____

Tell your partner what people said. For example:

Two people said that their favourite form of entertainment was ...

Compare this with your opinion. For example:

... whereas my favourite form of entertainment is ...

Tip

Use language for giving opinions, for example, *In my opinion, ... I'd say (that) ...*

You and your friend want to watch a film together. Discuss each of the following options and choose one together. Remember to justify your opinions.

<p>Fargo Thriller, Comedy</p>	<p>A car salesman hires two men to kidnap his wife because he desperately needs some money. However, things go wrong and a number of murders occur.</p>
<p>28 Days Later Horror</p>	<p>A killer virus is accidentally released in Britain. Those who become infected become murderous and soon only a few survivors are left in London.</p>
<p>Titanic Romance</p>	<p>On the first voyage of the <i>Titanic</i>, a poor young man (Leonardo DiCaprio) meets a society girl (Kate Winslet) and they fall in love. Then the ship hits an iceberg and starts to sink.</p>
<p>Mamma Mia! Musical, Comedy</p>	<p>Sophie (Amanda Seyfried) wants to know who her father is. She secretly invites three men to her wedding on the Greek island where her mother (Meryl Streep) lives, and hopes that she will find out which one is her father.</p>
<p>Stalingrad War Film, Drama</p>	<p>A group of Russian soldiers fight to keep a building in their city during World War II. As they do so, they get to know two women who live in the building.</p>
<p>Toy Story Animation, Comedy</p>	<p>Woody, a cowboy toy, and Buzz Lightyear, a spaceman figure, belong to a little boy and both want to be his favourite toy.</p>
<p>The Good, the Bad and the Ugly Western</p>	<p>Clint Eastwood searches for some stolen gold that has been hidden. Two other men (the Bad and the Ugly) are also looking for it.</p>
<p>Back to the Future Science Fiction, Comedy, Adventure</p>	<p>Teenager Marty is unhappy at home and at school. His only friend is Doc, who is working on a time machine. Marty gets taken back to the 1950s, when his parents were teenagers.</p>

Tip

Make sure that all of your answer to the question is relevant.

Student A: Describe and compare the different types of entertainment in the pictures. Why do you think the people have chosen to go to these events? Try to speak for one minute without stopping or repeating yourself.



Student B: Listen to Student A and then tell him/her your thoughts on this question: Which of these events would you prefer to go to? Why?

Photograph Credits:
a) Holmes Garden Photos / Alamy
b) © Shutterstock/Mat Hayward

Tip

Make sure that all of your answer to the question is relevant.

Student B: Describe and compare the people in the pictures. What might the people be enjoying in each game? Try to speak for one minute without stopping or repeating yourself.



Student A: Listen to Student B and then tell him/her your thoughts on this question: Do you prefer games that you can play by yourself or those that you play with other people? Why?

Photograph Credits:
a) Jeff Gilbert / Alamy
b) © Shutterstock/leonardo2011

Tip

Respond to what your partner says with phrases of agreement (for example, *Me too!*) and disagreement (for example, *Really? I wouldn't ...*).

Complete the conditional sentences and then compare your answers with your partner.

- 1 If someone gave me €250, I _____.
- 2 If there is a sale on in my favourite shop, _____.
- 3 If someone gives me something I don't like, I _____.
- 4 If I bought a new _____.
- 5 If I had my own shop, I _____.
- 6 I wouldn't ask to borrow money from a friend unless _____.
- 7 I wish I could _____.
- 8 If I don't have enough money for something I want, I _____.
- 9 If I can't buy the latest fashion in clothes, I _____.
- 10 I wish I hadn't bought _____.
- 11 If I'd known about 'Buy Nothing Day' last year, I _____.
- 12 I would lend money to a friend, provided that _____.
- 13 If I couldn't use any technology for a week, I _____.
- 14 If I'd had more money last year, I _____.

Tip

Use linking words, for example *if, so, though*, etc., to make it easier for others to understand your ideas.

Work in groups of three or four. Imagine that you are going to open your own shop. Discuss the questions in the table, decide on your answers as a group and make notes. Present your ideas to the class.

1 What is our aim in opening a shop? Is it only to make money, or do we have other aims as well?	2 What are we going to sell?	3 Who exactly are we aiming to sell our products to?
4 What will make our products different from similar ones on the market?	5 Who are our competitors?	6 Are we going to be cheaper or more expensive than our competitors?
7 Are we going to make the products ourselves? If your answer is 'Yes' go straight to square 9. If 'No', go to square 8 first.	8 Where are we going to get our products from?	9 Where will we have our shop?
10 Will we need to employ other people? If so, how many?	11 How are we going to promote our business?	12 Do we want to ask for advice from other shop owners?

Tip

Use a range of vocabulary to make your comparison as interesting as possible.

Student A: Describe and compare the different ways of buying clothes in the pictures. What are the advantages and disadvantages of buying clothes in each way?



Student B: Listen to Student A and then tell him/her your thoughts on this question: How do you prefer to buy clothes? Why?

Tip

Use a range of vocabulary to make your comparison as interesting as possible.

Student B: Describe and compare the different places in the pictures. Why do you think the people have chosen to shop in these places?



Student A: Listen to Student B and then tell him/her your thoughts on this question: Which of these places would you prefer to shop in? Why?