

CAMBRIDGE ENGLISH C1 ADVANCED SPEAKING TEST.

RAPHAEL AND MAUDE. TRANSCRIPT

Examiner: Good morning. My name is Bridget Harrison, and this is my colleague Mary Whiteside. And your names are?

Raphael: Raphael.

Maude: Maude.

Examiner: Can I have your mark sheets, please? Thank you. First of all, we'd like to know something about you. Raphael, where are you from?

Raphael: I'm from Lucerne. It's a city in Switzerland, and it's in the German part.

Examiner: And what do you do there?

Raphael: I'm still at school and have two years to go.

Examiner: Maude, how long have you been studying English?

Maude: Well, I think I've been studying English for about six years now, yes.

Examiner: What do you enjoy most about learning English?

Maude: It's... mmm... it is very useful, I mean, to talk with friends. I have a lot of friends in France, and I really enjoy being able to talk with them.

Examiner: Maude, do you think you spend too much time working or studying?

Maude: Well, sometimes, maybe, because I'm **hardworking**, I like it. And sometimes I think I should **take time to rest**, yes.

Examiner: Why?

Maude: Mmm, because, well, **when** I study, I **stay** at home. I don't go out with friends a lot. I don't, like, work at the café or something. So it's not really a social activity, yeah. So I should be with my friends and go out.

Examiner: Raphael, do you like using the internet to keep in touch with people?

Raphael: Yes, sometimes. But to keep in touch with people, I think it's better to see them face-to-face, not just write. So, but, like, something like Facebook - I think it's useful, like a contact book, but not really as an interaction between people.

Examiner: In this part of the test, I'm going to give each of you three pictures.

I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures. Raphael, it's your turn first. Here are your pictures. They show people doing things together. I'd like you to compare two of the pictures and say why the people might be doing these things together and how the people might be feeling.

Raphael: So I think these two guys are just playing music together.

And these three little girls are baking, I don't know, a cake or something.

And I think here they are doing it together because they might be sisters - they look so similar.

And these two are maybe in a band or in a music group, and I think they enjoy **playing music together and interacting with each other**.

And these three girls just like to have fun here and bake in the kitchen. I don't think it will be a nice cake, but yes, just to learn how to cook, and it's just an activity for them together.

And I think the **two** guys could also be preparing for something - maybe a concert or something.

Examiner: Thank you, Raphael.

Examiner: Maude, in which situation do you think the people benefit most from being together?

Maude: Well, I think every kind of situation depends on the kind of relationship you have with the person.

When you're at school, maybe in a class, it's good to talk with some people sometimes just to think about something else.

And when you're cooking, the same - you share ideas. You learn things.

When you're playing music, well, you learn about each other.

So it really depends on the situation.

Examiner: Thank you.

Examiner: Now Maude, here are your pictures. They show students doing different activities. I'd like you to compare two of the activities and say how students can benefit from doing these activities and how helpful the activities might be in preparing them for their future lives. Alright?

Maude: OK. So, let me see. I'd like to talk about these two pictures.

Well, in these two pictures we can see two students doing different things.

I think she is studying - so, well, while studying, she **gains** knowledge and she **gets** prepared for a test, maybe something.

So it helps her **prepare**, and maybe she will pass the test if she **works** hard.

So, and this student is giving a presentation, and it helps her - it will help her - develop a kind of ease while talking to other people.

So if she wants to be, well, maybe in **the** entertainment field, it will be very useful for her to be able to talk to people.

Examiner: Thank you. Raphael, which of these activities do you think is most useful?

Raphael: I think it's this one, where they build a... I think it's a tent or something.

Because it helps with teamwork, and I think that's the most important thing for **future life**, because when they are, like, in the office or just at a job, they have to be prepared to work in a team and ask others about their opinion and work together with them.

Examiner: Thank you. Now I'd like you to talk about something together for about two minutes. Here are some things that people often have to make decisions about, and a question for you to discuss. First, you have some time to look at the task. Now talk to each other about what people might have to consider when making these decisions.

Maude: OK. So let's talk about choosing a university first.

I think people have to think - well, first the students have to think about what they like, of course, when they choose a university.

Raphael: What they want to study.

Maude: Yeah. And students and the parents have to think about money, because in some countries university is very, very expensive, like in England here.

Raphael: And I think you also have to choose the right university - one where you can study the subject you **want** to. And also the university with the subject is the best university - from all the universities with the subject.

Maude: Like, the best results in an exam or something like that.

And what about starting your family? Mmm... again, there is a financial **factor** to consider, I think. And, well, when you start a family you need to talk maybe about children.

Raphael: Yeah. Yeah, also to think about **whether you're ready**.

Maude: Yes.

Raphael: To build a family, and if you have enough money and...

Maude: And where to settle, and...

To think about the jobs, maybe, because I think that now most parents - I mean, both parents - are working, so they need to...

Raphael: Yeah.

Maude: ...take that into consideration.

And moving to another country. I think the language is very important.

Raphael: Yeah.

Maude: And there are some restrictions as well about languages. Like, if you want to move to Australia, you need to pass the IELTS exam.

Examiner: Thank you. Now you have about a minute to decide in which situation it's most important to make the right decision.

Maude: OK.

Raphael: I think the most important is getting married, because when two people find each other and they think about getting married, they should really think about it, because it's an important decision.

Maude: Yeah, I agree with you.

Raphael: Can't just get married, yeah.

Maude: Mhm, yes. Then you have to sign a contract, and **those people are together for their whole lives**, so they need to think about it before getting married.

Raphael: I think this is also connected to starting a family because...

Maude: Yes. Maybe moving to another country.

Raphael: Well, yeah.

Maude: Yes, everything is **connected**.

Raphael: Yeah.

Maude: So, yeah.

Raphael: And, yeah, and also when you... when you are... and get married, I think it's better to first get married before you start a family, because then you're like a couple.

Maude: Kind of, yes, a legal couple.

Examiner: Thank you. Raphael, is it best for people to make decisions on their own or to ask others for advice?

Raphael: Yeah, I think it's always important to consider **other people's opinions** because they have a different view on the topic or the question.

And so I think it's always important to ask as many people as possible and consider the different points.

Examiner: Do you agree, Maude?

Maude: Well, in some ways, yes. But I think that some people **should make their own decisions** when the advice that older people give them **isn't very strong**. So, yes.

Examiner: Maude, some people think it's best to plan their lives carefully. Others prefer to make spontaneous decisions. What's your opinion?

Maude: Well, again, it depends on the individual. And mmm... I think that planning your life is very important. Like, in my opinion, planning studies and holidays is very important, because when you study, you don't have a lot of time to **take a holiday**.

So if you book a holiday or something like that, you need to think about it beforehand.

Examiner: Do you agree, Raphael?

Raphael: Yes, I agree. But I think it's also important that we don't plan everything, because when we don't reach **our goals** in the end, we may be depressed.

So it's always just the most important things we should plan.

Examiner: Why do you think some people find it harder to make decisions than others?

Maude: I think that some people **aren't very used to making** their own decisions, like...

Raphael: Yes.

Maude: When you have very pushy parents, you don't really get to make your own decisions.

Raphael: And maybe some people are scared about **failing**.

Maude: Yes.

Maude: Or **following** other people's opinions

Raphael: And also, it's like I think it's like either you're very good at **making decisions**, and then you should also be like a leader for a group or something.

But when you're not, I think it's better if you just listen to someone else.

Maude: Yes, listen to someone's advice, yeah.

Examiner: How do you think young people can be helped to take on responsibilities?

Raphael: Um, I think it's important that they are **taught** in school about this, and also by their parents at home.

Maude: Yes. Very important. The parents, I think, play a very important role because they are like an example for the children. And mmm, yes, they should teach them the right way of, well, making decisions and how to **think ahead** about how to make a decision.

Raphael: I think you can also start at an early age with, like, giving them little tasks to do.

Maude: Mmm-hmm.

Raphael: And then they have the responsibility to do the task, and they learn what it **means**.

Maude: Yes, I often ask them questions like "What do you want?" or "What do you think?"

So that they can talk and share their ideas and give their opinion about things and develop this kind of skill.

Raphael: Yeah.

Maude: Yes. **Tasking**.

Raphael: Also in the job, they will get tasks from their boss, and then they also know what it **means** - that they get tasks done, and yeah.

Maude: Yes, and encourage them to do their homework - things like that - when they're very young.

Examiner: Thank you. That is the end of the test.