



Learning Resource Network

LRN LEVEL 3 CERTIFICATE IN ESOL INTERNATIONAL (CEF C2)

LEVEL C2

SPEAKING

Duration: 16 to 18 minutes

EXAMINER'S INSTRUCTIONS
SPEAKING SAMPLE PAPER SET 1

Examiners must assess ability in line with the Mark Scheme.

Warm up Stage

Duration: 4 minutes

Examiner: Good morning / Good afternoon. My name is

To Candidate A: What's your name?

Where are you from?

To Candidate B: What's your name?

Where are you from?

Examiner: In this part of the Test, I would like to ask you some personal questions.

The Examiner asks each Candidate one or more questions about the following topics.


- hobbies
- free time activities
- school / college
- Job
- hometown or neighbourhood
- future plans

! No questions about their families are allowed.

Prepared Topics – Individual Talks and Interaction

Duration: 6 to 8 minutes

Examiner: In this part of the Test, each of you is going to talk for 2 minutes about the topic you have already prepared for. After you have finished your talk, I will ask you some questions about what you have presented and then your partner/partners can express their points of view on the same topic.

 *The Examiner shows them the list of topics and asks them which one they have prepared to talk about.*

List of prepared topics:

1. Why do young people want to lose weight?
2. Why is it important that schools teach foreign languages?
3. What can help a person to have a successful career?
4. What are some of the positive aspects of technology?
5. What can individuals do to help the environment?

Examiner to Candidate A: Which topic are you going to talk about?

Candidate A can speak for 2 minutes

The Examiner asks Candidate A questions on what he/she has said.

Examiner to Candidate B: What do you think of this? or Do you agree or disagree with your partner?

The Examiner prompts Candidates to engage in a conversation.

Interaction: 2 to 2.5 minutes

Examiner to Candidate B: Which topic are you going to talk about?

Candidate B can speak for 2 minutes

The Examiner asks Candidate B questions on what he/she has said.

Examiner to Candidate A: What do you think of this? or Do you agree or disagree with your partner?

The Examiner prompts Candidates to engage in a conversation.


Interaction: 2 to 2.5 minutes


Examiner: Thank you.

Respond to a question and Interaction

Duration: 6 minutes

Examiner: In this part of the Test, I will ask each of you to respond to a question. You may use the ideas given below the question and/or use your own ideas to answer the question. Your partner/partners will be asked to comment on what you have said and express their points of view as well.

 *The Examiner must choose a question related to what each Candidate talked about in Part 2 of the Test.*

 The Examiner tells each Candidate to look at the chosen question and the points below it. When the Candidate has finished talking about the question, the Examiner asks the other Candidate/Candidates to comment and express their points of view.

1. It is dangerous to go on crash diets which are found on the Internet.
 - not prescribed by a doctor
 - individual needs not taken into consideration
 - health problems
2. Learning more than one foreign language is essential nowadays.
 - education
 - work
 - communication
3. Women may still face discrimination in the workplace.
 - top jobs not usually offered
 - lower salaries
 - not considered tough enough
4. Technology has done more harm than good.
 - global warming
 - replace human labour
 - isolation
5. Schools should make students aware of the environmental problems.
 - environmental issues important nowadays
 - learn to take care of the environment
 - such problems affect young people's lives

Examiner: Thank you. This is the end of the Test.



Candidate's Prompts

Speaking Sample Paper Set 1

Part 2

List of prepared topics:

1. Why do young people want to lose weight?
2. Why is it important that schools teach foreign languages?
3. What can help a person to have a successful career?
4. What are some of the positive aspects of technology?
5. What can individuals do to help the environment?

Part 3

1. It is dangerous to go on crash diets which are found on the Internet.
 - not prescribed by a doctor
 - individual needs not taken into consideration
 - health problems
2. Learning more than one foreign language is essential nowadays.
 - education
 - work
 - communication
3. Women may still face discrimination in the workplace.
 - top jobs not usually offered
 - lower salaries
 - not considered tough enough
4. Technology has done more harm than good.
 - global warming
 - replace human labour
 - isolation
5. Schools should make students aware of the environmental problems.
 - environmental issues important nowadays
 - learn to take care of the environment
 - such problems affect young people's lives