

**ESB Level 3 Certificate in ESOL
International All Modes – (C2)
500/3655/5**

C2 – Speaking Test

EXAMINER PROMPTS

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**Not to be distributed until immediately prior to the oral assessments.
For the examiner's eyes only.**

To be used in conjunction with documents from the standardisation event.

Part 1 – Introduction

Interview to elicit personal information

The interview consists of a number of short turns with candidates being invited to respond alternately. Candidates respond to the interlocutor and not to each other.

Part One lasts for **three minutes** divided equally between both candidates. In the event of **three candidates**, allow **five minutes** divided equally between all candidates.

Candidates are shown in by one or other of the examiners and invited to sit down.

(Interlocutor) **Good morning / afternoon / hello.** *(Make a note of the time at this point as this is the official start of the test.)* **I am (Interlocutor's name) and this is my colleague (Assessor's name). S/He will just be listening.**

Assessor greets the candidates: **Good morning / afternoon / hello.**

(Interlocutor) **Can I have your mark sheets (and your ID) please?**

What's your name? (To Candidate A) And what's your name? (To Candidate B) And what's your name? (To Candidate C) Thank you.

First, I'm going to ask you some general questions.

Interlocutor asks Candidates A and B (and C) a selection of questions from those on the page opposite.

Friends and Family

- Do you think it is better to be from a big or a small family? Why?
- Who are you most similar to in your family? Why?
- What makes an ideal friend?
- Is the internet a good place to make friends?

Daily Life

- Do you think it is good to have the same routine every day?
- What would you like to change about your daily life?
- How is your daily life different now from when you were a small child?
- Tell me about something you do every week.

Leisure Time

- What is the best way for people to spend their leisure time?
- How do different age groups spend their free time?
- Tell me about a free time activity you used to do.
- Describe the leisure facilities in your local area.

Sports and Hobbies

- Is it necessary to have a hobby?
- What kind of hobby would you like to have in the future?
- How important is it to do sport at school?
- Tell me about a sporting event you've enjoyed.

Thank you.

Part 2 – Interactive Discussion

Candidates A and B (and C) discuss a topic based on two prompts provided by the interlocutor. They exchange ideas and opinions and sustain a discussion. The interlocutor does not take part in the discussion. If candidates start to address the interlocutor directly, non-verbal gestures should be used to indicate that the candidates should speak to each other.

Part Two of the test lasts about **six minutes** and in the event of there being three candidates, this section should be **nine minutes** in length.

(Interlocutor) **Now in this part of the test, I would like you both (all) to talk together using the prompt to help you. You can add ideas of your own if you wish. I am just going to listen to you. You only have six (nine) minutes, so don't worry if I stop you. Please speak up so that we can both hear you.**

(To Candidates) **Here is your topic.** *(Put the prompt on the table in front of the candidates, positioned so that they can both (all) see it clearly.)*

The topic is '.....'. You may start when you are ready.

(After six/nine minutes) **Thank you.** *(Retrieve prompt)*

We will now move on to the last part of the test.

Copy of Candidate Prompt – TOPIC 1 – Clothes and Fashion (C2)

Part 2

Candidates A and B (and C):

- Talk together about which of the following types of fashion retailers are most useful to have in a town/city.

Designer clothing shops
Sportswear shops
Footwear shops
Shops selling alternative styles

Teenage budget clothing shops
Department stores
Supermarkets selling clothes
Outdoor markets selling clothes

- **And** tell each other how you believe shopping will change in the future.

Copy of Candidate Prompt – TOPIC 2 – Communication and Language (C2)

Part 2

Candidates A and B (and C):

- Talk together about which of the following are the most useful strategies for independent language learning.

Practising pronunciation
Practising speaking
Learning vocabulary
Watching films/ TV

Using the internet
Chatting online
Reading books and magazines
Informal study groups

- **And** tell each other to what extent these strategies are helpful in a classroom situation.

Copy of Candidate Prompt – TOPIC 3 – The Natural World (C2)

Part 2

Candidates A and B (and C):

- Talk together about which of the following measures are the most important for improving the environment.

Preventing deforestation
Reducing air pollution
Recycling
Eliminating global warming

Protecting endangered species
Using renewable energy sources
Safer industrial waste disposal
Reducing water pollution

- **And** tell each other how the global community can work together to solve these problems.

Copy of Candidate Prompt – TOPIC 4 – Fame and Famous People (C2)

Part 2

Candidates A and B (and C):

- Talk together about which of the following groups of people receive the most admiration in your society.

Politicians	Singers/Musicians
Actors	Historical Figures
Sports stars	Inventors
Royalty	Scientists

- **And** tell each other which famous person has had the greatest influence on you.

Copy of Candidate Prompt – TOPIC 5 – Holidays and Tourism (C2)

Part 2

Candidates A and B (and C):

- Talk together about which of the following types of holiday are the most popular in your country.

Beach holiday	Sight-seeing holiday
Mountain holiday	Countryside holiday
Adventure/Activity holiday	Island cruise
Short break in a city	Walking/cycling holiday

- **And** tell each other what effect mass tourism has on the environment.

Copy of Candidate Prompt – TOPIC 6 – Learning and Education (C2)

Part 2

Candidates A and B (and C):

- Talk together about which of the following subjects would be most beneficial in a school curriculum.

Chinese language	International news/affairs
Finance	Dance
Sociology	Public speaking
Computer programming	Philosophy

- **And** tell each other what you think schools should do to prepare young people for the world of work.

Copy of Candidate Prompt – TOPIC 7 – Jobs and Professions (C2)

Part 2

Candidates A and B (and C):

- Talk together about which of the following professions deserve the highest salary.

Journalist
Politician
Scientist
Engineer

Soldier
Teacher
Doctor
Professional sports person

- **And** tell each other what characteristics are needed to be successful in these professions.

Copy of Candidate Prompt – TOPIC 8 – Science and Technology (C2)

Part 2

Candidates A and B (and C):

- Talk together about which of the following inventions you consider to be the most important for humanity.

The aeroplane
Electric light
The telephone
The car

The fridge
The camera
The television
Money

- **And** tell each other how you believe these inventions may change in the future.

Copy of Candidate Prompt – TOPIC 9 – Entertainment and Culture (C2)

Part 2

Candidates A and B (and C):

- Talk together about which of the following you would consider to be the best way to socialise.

Exercising/ doing sport
Surfing the internet
Going to the cinema
Playing games

Chatting with friends
Shopping
Having a hobby
Watching TV

- **And** tell each other which of these activities you believe are good for either mental or physical health.

Copy of Candidate Prompt – TOPIC 10 – Places (C2)

Part 2

Candidates A and B (and C):

- Talk together about which of the following places are essential to a community.

Hospital
School
Bank
Supermarket

Doctor's surgery
Train/bus station
Sports facilities
Restaurant

- **And** tell each other what issues may arise when a community does not have access to these places.

Part 3 – Responding to Questions

TOPIC 1: Clothes and Fashion

A three-way discussion between interlocutor and candidates based on a **new topic**. The interlocutor leads the discussion by selecting from the questions below. It is not necessary to use all the questions. The interlocutor may ask for a specific response from one candidate or throw the discussion open to both candidates. The interlocutor should encourage candidates to elaborate on, or react to, their partner's response by verbal invitation (*e.g. What do you think? Do you agree?*) or non-verbal gesture. Candidates should be given equal opportunities to speak but the interlocutor may wish to give a candidate who has been rather reticent in earlier parts of the test a chance to redress the balance.

This part of the test lasts about **six minutes**.

(Interlocutor to Candidates) **We are now going to talk together for about six minutes. I would like you to respond to my questions and to what your partner says. The topic we are discussing is 'Clothes and Fashion'.**

(Make sure that the topic is different from the topic used in Part Two.)

- **How does fashion affect our lives?**
- **What differences are there in fashion between different age groups?**
- **What are the negative aspects of the fashion industry?**
- **Does your choice of what you wear reflect your personality?**
- **Do people these days have too many clothes and shoes?**
- **In what ways do people judge each other by the clothes they wear?**

(After six minutes)

Thank you.

That is the end of the test.

Goodbye. *(Interlocutor and Assessor)*

Part 3 – Responding to Questions

TOPIC 2: Communication and Language

A three-way discussion between interlocutor and candidates based on a **new topic**. The interlocutor leads the discussion by selecting from the questions below. It is not necessary to use all the questions. The interlocutor may ask for a specific response from one candidate or throw the discussion open to both candidates. The interlocutor should encourage candidates to elaborate on, or react to, their partner's response by verbal invitation (*e.g. What do you think? Do you agree?*) or non-verbal gesture. Candidates should be given equal opportunities to speak but the interlocutor may wish to give a candidate who has been rather reticent in earlier parts of the test a chance to redress the balance.

This part of the test lasts about **six minutes**.

(Interlocutor to Candidates) **We are now going to talk together for about six minutes. I would like you to respond to my questions and to what your partner says. The topic we are discussing is 'Communication and Language'.**

(Make sure that the topic is different from the topic used in Part Two.)

- **Do you think translation apps are helpful when learning a language?**
- **How is your language different from English?**
- **Do you think body language is the same across the world? Why/Why not?**
- **Which languages do you think may be important in the future? Why?**
- **What can we do to protect minority languages from disappearing?**
- **Would you like to learn sign language? Why/ Why not?**

(After six minutes)

Thank you.

That is the end of the test.

Goodbye. *(Interlocutor and Assessor)*

Part 3 – Responding to Questions

TOPIC 3: The Natural World

A three-way discussion between interlocutor and candidates based on a **new topic**. The interlocutor leads the discussion by selecting from the questions below. It is not necessary to use all the questions. The interlocutor may ask for a specific response from one candidate or throw the discussion open to both candidates. The interlocutor should encourage candidates to elaborate on, or react to, their partner's response by verbal invitation (*e.g. What do you think? Do you agree?*) or non-verbal gesture. Candidates should be given equal opportunities to speak but the interlocutor may wish to give a candidate who has been rather reticent in earlier parts of the test a chance to redress the balance.

This part of the test lasts about **six minutes**.

(Interlocutor to Candidates) **We are now going to talk together for about six minutes. I would like you to respond to my questions and to what your partner says. The topic we are discussing is 'The Natural World'.**

(Make sure that the topic is different from the topic used in Part Two.)

- **What urgent measures should we be taking to protect the environment?**
- **What can governments do to stop big companies polluting the Earth?**
- **What environmental issues are there in your area?**
- **What are the best ways for young people to learn about the environment?**
- **Is technology helping or harming our planet?**
- **What natural area of the world would you most like to visit?**

(After six minutes)

Thank you.

That is the end of the test.

Goodbye. *(Interlocutor and Assessor)*

Part 3 – Responding to Questions

TOPIC 4: Fame and Famous People

A three-way discussion between interlocutor and candidates based on a **new topic**. The interlocutor leads the discussion by selecting from the questions below. It is not necessary to use all the questions. The interlocutor may ask for a specific response from one candidate or throw the discussion open to both candidates. The interlocutor should encourage candidates to elaborate on, or react to, their partner's response by verbal invitation (*e.g. What do you think? Do you agree?*) or non-verbal gesture. Candidates should be given equal opportunities to speak but the interlocutor may wish to give a candidate who has been rather reticent in earlier parts of the test a chance to redress the balance.

This part of the test lasts about **six minutes**.

(Interlocutor to Candidates) **We are now going to talk together for about six minutes. I would like you to respond to my questions and to what your partner says. The topic we are discussing is 'Fame and Famous People'.**

(Make sure that the topic is different from the topic used in Part Two.)

- **Do all celebrities deserve to be famous?**
- **What positive action can famous people take to change the world?**
- **What are the drawbacks to fame?**
- **Are famous people happier than ordinary people? Why/ Why not?**
- **Can we ever believe what is written about celebrities in the media?**
- **Do celebrities have too much influence on young people?**

(After six minutes)

Thank you.

That is the end of the test.

Goodbye. *(Interlocutor and Assessor)*

Part 3 – Responding to Questions

TOPIC 5: Holidays and Tourism

A three-way discussion between interlocutor and candidates based on a **new topic**. The interlocutor leads the discussion by selecting from the questions below. It is not necessary to use all the questions. The interlocutor may ask for a specific response from one candidate or throw the discussion open to both candidates. The interlocutor should encourage candidates to elaborate on, or react to, their partner's response by verbal invitation (*e.g. What do you think? Do you agree?*) or non-verbal gesture. Candidates should be given equal opportunities to speak but the interlocutor may wish to give a candidate who has been rather reticent in earlier parts of the test a chance to redress the balance.

This part of the test lasts about **six minutes**.

(Interlocutor to Candidates) **We are now going to talk together for about six minutes. I would like you to respond to my questions and to what your partner says. The topic we are discussing is 'Holidays and Tourism'.**

(Make sure that the topic is different from the topic used in Part Two.)

- **Why is it that tourists are attracted to your country?**
- **Is it better to visit popular tourist destinations or less well-known places?**
- **How do you think the tourist industry will develop in the future?**
- **What is your opinion of space tourism?**
- **What do you understand by the term 'eco-tourism'?**
- **What are the best ways for an area to attract more tourists?**

(After six minutes)

Thank you.

That is the end of the test.

Goodbye. *(Interlocutor and Assessor)*

Part 3 – Responding to Questions

TOPIC 6: Learning and Education

A three-way discussion between interlocutor and candidates based on a **new topic**. The interlocutor leads the discussion by selecting from the questions below. It is not necessary to use all the questions. The interlocutor may ask for a specific response from one candidate or throw the discussion open to both candidates. The interlocutor should encourage candidates to elaborate on, or react to, their partner's response by verbal invitation (*e.g. What do you think? Do you agree?*) or non-verbal gesture. Candidates should be given equal opportunities to speak but the interlocutor may wish to give a candidate who has been rather reticent in earlier parts of the test a chance to redress the balance.

This part of the test lasts about **six minutes**.

(Interlocutor to Candidates) **We are now going to talk together for about six minutes. I would like you to respond to my questions and to what your partner says. The topic we are discussing is 'Learning and Education'.**

(Make sure that the topic is different from the topic used in Part Two.)

- **What would you change about the education system in your country?**
- **To what extent can technology replace a teacher?**
- **Is there too much pressure on young people to do well in exams?**
- **What are the benefits of studying abroad?**
- **Are there things that cannot be learnt in school?**
- **What qualities does a successful teacher need to have?**

(After six minutes)

Thank you.

That is the end of the test.

Goodbye. *(Interlocutor and Assessor)*

Part 3 – Responding to Questions

TOPIC 7: Jobs and Professions

A three-way discussion between interlocutor and candidates based on a **new topic**. The interlocutor leads the discussion by selecting from the questions below. It is not necessary to use all the questions. The interlocutor may ask for a specific response from one candidate or throw the discussion open to both candidates. The interlocutor should encourage candidates to elaborate on, or react to, their partner's response by verbal invitation (*e.g. What do you think? Do you agree?*) or non-verbal gesture. Candidates should be given equal opportunities to speak but the interlocutor may wish to give a candidate who has been rather reticent in earlier parts of the test a chance to redress the balance.

This part of the test lasts about **six minutes**.

(Interlocutor to Candidates) **We are now going to talk together for about six minutes. I would like you to respond to my questions and to what your partner says. The topic we are discussing is 'Jobs and Professions'.**

(Make sure that the topic is different from the topic used in Part Two.)

- **If you had your own business, what would it be?**
- **Do you think it is better to stay in the same job or change jobs?**
- **Does school or university prepare you enough for the world of work?**
- **Is work experience more valuable than qualifications? Why/ Why not?**
- **If everyone was paid the same, would it matter what type of job you did?**
- **Where would you like to be working in ten years' time?**

(After six minutes)

Thank you.

That is the end of the test.

Goodbye. *(Interlocutor and Assessor)*

Part 3 – Responding to Questions

TOPIC 8: Science and Technology

A three-way discussion between interlocutor and candidates based on a **new topic**. The interlocutor leads the discussion by selecting from the questions below. It is not necessary to use all the questions. The interlocutor may ask for a specific response from one candidate or throw the discussion open to both candidates. The interlocutor should encourage candidates to elaborate on, or react to, their partner's response by verbal invitation (*e.g. What do you think? Do you agree?*) or non-verbal gesture. Candidates should be given equal opportunities to speak but the interlocutor may wish to give a candidate who has been rather reticent in earlier parts of the test a chance to redress the balance.

This part of the test lasts about **six minutes**.

(Interlocutor to Candidates) **We are now going to talk together for about six minutes. I would like you to respond to my questions and to what your partner says. The topic we are discussing is 'Science and Technology'.**

(Make sure that the topic is different from the topic used in Part Two.)

- **To what extent does technology make us lazy?**
- **What is the most exciting technological invention in your view? Why?**
- **How has technology changed society in the 21st century?**
- **What technological advancements do you think there will be in the future?**
- **Why do some people become addicted to the internet?**
- **What technology would you find it difficult to live without? Why?**

(After six minutes)

Thank you.

That is the end of the test.

Goodbye. *(Interlocutor and Assessor)*

Part 3 – Responding to Questions

TOPIC 9: Entertainment and Culture (Can be used with three candidates)

A three-(four-) way discussion between interlocutor and candidates based on a **new topic**. The interlocutor leads the discussion by selecting from the questions below. It is not necessary to use all the questions. The interlocutor may ask for a specific response from one candidate or throw the discussion open to both candidates. The interlocutor should encourage candidates to elaborate on, or react to, their partner's response by verbal invitation (e.g. *What do you think? Do you agree?*) or non-verbal gesture. Candidates should be given equal opportunities to speak but the interlocutor may wish to give a candidate who has been rather reticent in earlier parts of the test a chance to redress the balance.

This part of the test lasts about **six minutes** and in the event of there being three candidates, this section should be **nine minutes** in length.

(Interlocutor to Candidates) **We are now going to talk together for about six (nine) minutes. I would like you to respond to my questions and to what your partner(s) say(s). The topic we are discussing is 'Entertainment and Culture'.**

(Make sure that the topic is different from the topic used in Part Two.)

- **Do you think men and women spend their free time differently?**
- **What types of entertainment have we had for centuries?**
- **What new forms of entertainment have emerged in recent years?**
- **Is it necessary to spend money to be entertained?**
- **Do you think people from other cultures entertain themselves differently?**
- **Which country do you think has the world's best entertainment?**
- **What is special about your country's culture?**
- **What would you miss the most about your country's culture if you moved abroad?**

(After six (nine) minutes)

Thank you.

That is the end of the test.

Goodbye. *(Interlocutor and Assessor)*

Part 3 – Responding to Questions

TOPIC 10: Places

A three-(four-) way discussion between interlocutor and candidates based on a **new topic**. The interlocutor leads the discussion by selecting from the questions below. It is not necessary to use all the questions. The interlocutor may ask for a specific response from one candidate or throw the discussion open to both candidates. The interlocutor should encourage candidates to elaborate on, or react to, their partner's response by verbal invitation (e.g. *What do you think? Do you agree?*) or non-verbal gesture. Candidates should be given equal opportunities to speak but the interlocutor may wish to give a candidate who has been rather reticent in earlier parts of the test a chance to redress the balance.

This part of the test lasts about **six minutes** and in the event of there being three candidates, this section should be **nine minutes** in length.

(Interlocutor to Candidates) **We are now going to talk together for about six (nine) minutes. I would like you to respond to my questions and to what your partner(s) say(s). The topic we are discussing is 'Places'.**

(Make sure that the topic is different from the topic used in Part Two.)

- **What would make your country a better place to live in?**
- **What makes a place beautiful for you?**
- **What value do historical places have?**
- **Where would be your ideal place to live in the future?**
- **What can be learnt from living in different places?**
- **What makes a place feel comfortable and relaxing?**
- **The world has become a much smaller place. Do you agree?**
- **Why are good neighbours important?**

(After six (nine) minutes)

Thank you.

That is the end of the test.

Goodbye. *(Interlocutor and Assessor)*

SAMPLE

END OF TEST