

ESB Level 2 Certificate in ESOL International All Modes  
(C1)

Speaking Test - December 2008

**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  
standardisation.**

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## 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 1 lasts for **3 minutes** divided equally between both candidates. In the event of three candidates, allow **4 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.** *(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 / hello.**

**What's your name?** *(To Candidate A.)* **And what's your name?** *(To Candidate B.)* **Thank you. Can I have your Registration Details please?** *(to Candidates A and B. Hand Registration Details to Assessor.)*

**First I'm going to ask you some questions about yourselves.**

*Interlocutor asks Candidates A and B a selection of questions from those below.*

### Home and Family.

- **Tell me something about the meaning of 'family' in your country.**
- **Who do you get on best with in your family?**
- **Can you describe the place where you live?**
- **What facilities are there for young people in the area where you live?**

### Hobbies and Interests.

- **How do you like to relax in the evening or at weekend?**
- **How important is exercise to you?**
- **Tell me about your most interesting holiday.**
- **Is there anywhere in the world you would particularly like to visit?**

### Studies.

- **Would you recommend your school/college to a friend?**
- **What are the benefits of studying abroad?**
- **What would you like to do in the future?**
- **How do you think English will help you in your future job?**

**Thank you.**

## TOPIC 1 – Tourism

### Part 2 – Interactive Discussion

Candidates discuss a series of options set out on the prompt. They can talk through the options and add ideas of their own. They should try to reach a consensus by the end of the discussion. **There is no penalty for failing to reach agreement.**

Part 2 lasts for **five minutes**.

*(Interlocutor)* **Now, I'd like you to discuss something together for about five minutes.** *(Place the prompt in front of the candidates)*

**Read the information on the sheet then discuss the suitability of each option. You should try to come to a joint decision on the best option by the end of your discussion but it is not necessary for you to agree. You can also add your own ideas if you wish.**

**You only have five minutes so don't worry if I stop you. Please speak up so that we can hear you.**

**You may start when you are ready.**

*(After five minutes)* **Thank you.**

*(Retrieve prompt)*

#### Copy of Candidate Prompts - TOPIC 1 – Tourism (C1)

##### **Candidates A and B:**

- You are going to take part in a talk about tourism opportunities for young people. Discuss the topics and then decide which two you will focus on.

Backpacking

City Breaks

Conservation Work

Cruising

Beach holidays

Adventure holidays

## TOPIC 1 – Tourism

### Part 3 – Responding to Questions

A three-way discussion between interlocutor and candidates based on the topic from Part 2 of the test. 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 **five minutes**.

*(Interlocutor)* **We are now going to talk together for about five minutes. I would like you to respond to my questions and to what your partner says. The topic we are discussing is 'Tourism', the same as in Part 2 of the test.**

#### Candidates A and B

- **If a tourist came to your city, would souvenir would you suggest they took home with them?**
- **What are the disadvantages of mass tourism?**
- **Which country would you like to visit and why?**
- **What are the benefits of seeing different parts of the world?**
- **What places of interest in Greece would you recommend to a foreign visitor?**
- **What is the best way to get to know another country?**

**Thank you. That is the end of the test.  
Goodbye. (Assessor and interlocutor.)**

## TOPIC 2 – Life Today

### Part 2 – Interactive Discussion

Candidates discuss a series of options set out on the prompt. They can talk through the options and add ideas of their own. They should try to reach a consensus by the end of the discussion. **There is no penalty for failing to reach agreement.**

Part 2 lasts for **five minutes**.

*(Interlocutor)* **Now, I'd like you to discuss something together for about five minutes.** *(Place the prompt in front of the candidates)*

**Read the information on the sheet then discuss the suitability of each option. You should try to come to a joint decision on the best option by the end of your discussion but it is not necessary for you to agree. You can also add your own ideas if you wish.**

**You only have five minutes so don't worry if I stop you. Please speak up so that we can hear you.**

**You may start when you are ready.**

*(After five minutes)* **Thank you.**

*(Retrieve prompt)*

#### Copy of Candidate Prompts - TOPIC 2 – Life Today (C1)

##### Part 2

##### **Candidates A and B:**

- You are going to give a presentation to a group of young people about life today. After discussing the different aspects listed below, decide which one you would choose to focus on as having most influence..

Parents

Education

Hobbies

The internet

Drugs

Friends

## TOPIC 2 – Life Today

### Part 3 – Responding to Questions

A three-way discussion between interlocutor and candidates based on the topic from Part 2 of the test. 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 **five minutes**.

*(Interlocutor)* **We are now going to talk together for about five minutes. I would like you to respond to my questions and to what your partner says. The topic we are discussing is 'Life Today', the same as in Part 2 of the test.**

#### Candidates A and B

- **What do you consider to be one of the most exciting things about living in the 21<sup>st</sup> century?**
- **Do you feel that we rely too much on technology nowadays?**
- **If you could live in a different period of history which would you choose and why?**
- **Some people say that we have gone too far in trying to control the world we live in. What's your view?**
- **What would you say was the most important invention of the 21<sup>st</sup> century?**
- **What annoys you about life in today's society?**

**Thank you. That is the end of the test.  
Goodbye.** *(Assessor and interlocutor)*

## TOPIC 3 – The World of Work

### Part 2 – Interactive Discussion

Candidates discuss a series of options set out on the prompt. They can talk through the options and add ideas of their own. They should try to reach a consensus by the end of the discussion. **There is no penalty for failing to reach agreement.**

Part 2 lasts for **five minutes**.

*(Interlocutor)* **Now, I'd like you to discuss something together for about five minutes.** *(Place the prompt in front of the candidates)*

**Read the information on the sheet then discuss the suitability of each option. You should try to come to a joint decision on the best option by the end of your discussion but it is not necessary for you to agree. You can also add your own ideas if you wish.**

**You only have five minutes so don't worry if I stop you. Please speak up so that we can hear you.**

**You may start when you are ready.**

*(After five minutes)* **Thank you.**

*(Retrieve prompt)*

#### Copy of Candidate Prompts - TOPIC 3 – The World of Work (C1)

##### Part 2

##### **Candidate A and B:**

- You are taking part in a debate about 'The World of Work'. Discuss all the ideas below and then decide which three you would choose to talk about as being important.

Good colleagues

Long holidays

High salary

Chances of promotion

Interesting work

Pleasant surroundings

## TOPIC 3 – The World of Work

### Part 3 – Responding to Questions

A three-way discussion between interlocutor and candidates based on the topic from Part 2 of the test. 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 **five minutes**.

*(Interlocutor)* **We are now going to talk together for about five minutes. I would like you to respond to my questions and to what your partner says. The topic we are discussing is 'The World of Work', the same as in Part 2 of the test.**

#### Candidates A and B

- **What jobs are popular with young people in your country nowadays?**
- **How do you think working life today is different to the way it was in the past?**
- **Why do you think some people want to be promoted at work while others don't?**
- **If we didn't have to work, how happy would we be?**
- **Do you think that people who help others, like nurses and teachers, are paid enough money?**
- **Do sports stars deserve their huge salaries?**

**Thank you. That is the end of the test.**  
**Goodbye.** *(Assessor and interlocutor)*

## TOPIC 4 – Crime & Punishment

### Part 2 – Interactive Discussion

Candidates discuss a series of options set out on the prompt. They can talk through the options and add ideas of their own. They should try to reach a consensus by the end of the discussion. **There is no penalty for failing to reach agreement.**

Part 2 lasts for **five minutes**.

*(Interlocutor)* **Now, I'd like you to discuss something together for about five minutes.** *(Place the prompt in front of the candidates.)*

**Read the information on the sheet then discuss the suitability of each option. You should try to come to a joint decision on the best option by the end of your discussion but it is not necessary for you to agree. You can also add your own ideas if you wish.**

**You only have five minutes so don't worry if I stop you. Please speak up so that we can hear you.**

**You may start when you are ready.**

*(After five minutes)* **Thank you.**

*(Retrieve prompt)*

#### Copy of Candidate Prompts - TOPIC 4 – Crime & Punishment (C1)

##### Part 2

##### **Candidates A and B:**

- You are preparing to write a report about the problems associated with crime and appropriate forms of punishment. Consider the points below and decide which two you would include in your report.

Drug taking

Working in the community

Vandalism

Prison

Theft

Rehabilitation

## TOPIC 4 – Crime & Punishment

### Part 3 – Responding to Questions

A three-way discussion between interlocutor and candidates based on the topic from Part 2 of the test. 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 **five minutes**.

*(Interlocutor)* **We are now going to talk together for about five minutes. I would like you to respond to my questions and to what your partner says. The topic we are discussing is 'Crime & Punishment', the same as in Part 2 of the test.**

#### Candidates A and B

- **Have you ever experienced a crime?**
- **Why do you think people commit crimes?**
- **What do you think are the best ways of reducing crime in society?**
- **Should young people have the same punishments for committing a crime as adults?**
- **Is it ever right to break the law?**
- **What is the best way to discipline children?**

**Thank you. That is the end of the test.**  
**Goodbye.** (*Assessor and interlocutor*)

## TOPIC 5 – The Environment

### Part 2 – Interactive Discussion

Candidates discuss a series of options set out on the prompt. They can talk through the options and add ideas of their own. They should try to reach a consensus by the end of the discussion. **There is no penalty for failing to reach agreement.**

Part 2 lasts for **five minutes**.

*(Interlocutor)* **Now, I'd like you to discuss something together for about five minutes.** *(Place the prompt in front of the candidates)*

**Read the information on the sheet then discuss the suitability of each option. You should try to come to a joint decision on the best option by the end of your discussion but it is not necessary for you to agree. You can also add your own ideas if you wish.**

**You only have five minutes so don't worry if I stop you. Please speak up so that we can hear you.**

**You may start when you are ready.**

*(After five minutes)* **Thank you.**

*(Retrieve prompt)*

#### Copy of Candidate Prompts - TOPIC 5 –The Environment (C1)

##### Part 2

##### **Candidate A and B**

- You are going to give a presentation to your class about the main environmental problems in the world today. Talk together about the points listed below and decide which two topics to include in your presentation.

Rubbish mountains

Shortages of water

Traffic pollution

Destruction of the rainforest

Global warming

The use of pesticides

## TOPIC 5 – The Environment

### Part 3 – Responding to Questions

A three way discussion between interlocutor and candidates based on the topic from Part 2 of the test. 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 **five minutes**.

*(Interlocutor)* **We are now going to talk together for about five minutes. I would like you to respond to my questions and to what your partner says. The topic we are discussing is 'The Environment', the same as in Part 2 of the test.**

#### Candidates A and B:

- **How do you think people can be encouraged to use environmentally-friendly products?**
- **What do you think would persuade more people to use public transport?**
- **What can be done to make children more environmentally aware?**
- **How optimistic are you for the future of the planet?**
- **What does the university do to encourage re-cycling?**
- **Should natural landscapes be sacrificed for commerce?**

**Thank you. That is the end of the test.  
Goodbye. (Assessor and interlocutor)**

## TOPIC 6 – Advertising (Can be used with 3 candidates)

### Part 2 – Interactive Discussion

Candidates discuss a series of options set out on the prompt. They can talk through the options and add ideas of their own. They should try to reach a consensus by the end of the discussion. **There is no penalty for failing to reach agreement.**

Part 2 lasts for **five minutes** and in the event of there being three candidates, this section should be **seven minutes** in length.

*(Interlocutor)* **Now, I'd like you to discuss something together for about five (seven) minutes.** *(Place the prompt in front of the candidates.)*

**Read the information on the sheet then discuss the suitability of each option. You should try to come to a joint decision on the best option by the end of your discussion but it is not necessary for you to agree. You can also add your own ideas if you wish.**

**You only have five (seven) minutes so don't worry if I stop you. Please speak up so that we can hear you.**

**You may start when you are ready.**

*(After five (seven) minutes)* **Thank you.**

*(Retrieve prompt)*

#### Copy of Candidate Prompts - TOPIC 6 – Advertising (C1)

##### Part 2

##### **Candidates A and B (and C):**

You have been asked to advertise a play which is being produced by your school or college. Look at the list below of the various methods, talk together about them and decide which two you will choose to use.

Local television

Website

Leaflets

Word of mouth

Newspapers

Posters

## TOPIC 6 – Advertising (Can be used with 3 candidates)

### Part 3 – Responding to Questions

A three (four)-way discussion between interlocutor and candidates based on the topic from Part 2 of the test. 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 (all) 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 **five minutes** and in the event of there being three candidates, this section should be **eight minutes** in length.

*(Interlocutor)* **We are now going to talk together for about five (eight) minutes. I would like you to respond to my questions and to what your partner(s) say(s). The topic we are discussing is 'Advertising' the same as in Part 2 of the test.**

**Candidate A and B and C (if required)**

- **What do you think is the most effective method of advertising a new product?**
- **Should young children be protected from certain types of adverts?**
- **Do you agree with celebrity sponsorship?**
- **Are you influenced by adverts?**
- **Would you prefer TV without advertising?**
- **Would you like to work in advertising or public relations?**
- **Are there any types of products which you think should not be advertised?**
- **What is your favourite advert? Why?**

**Thank you. That is the end of the test.  
Goodbye. (Assessor and interlocutor)**

<b>C1 + C2</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Pronunciation</b>	<b>Discourse Management</b>	<b>Interactive Ability</b>
<b>5</b>	Comprehensive range of structures used accurately, appropriately and fluently. More or less error-free.	Consistently demonstrates a very extensive and comprehensive range of lexical competence.	Use of stress and intonation puts no strain on listener and individual sounds are articulated clearly. Utterances are consistently understandable.	Consistently makes extensive, coherent and relevant contributions to facilitate the achievement of the task.	Sustained interaction in both initiating and responding which facilitates natural, fluent communication. Very sensitive to turn-taking.
<b>4.5</b>	More features of band 4 than band 5.				
<b>4</b>	Wide range of structures used accurately, appropriately and fluently but minor non-impeding errors present.	Evidence of an extensive and appropriate range of lexis with only occasional lapses.	Stress and intonation patterns may cause minimal strain on listener. Individual sounds are generally articulated clearly.	Contributions are generally relevant, coherent and of an appropriate length. The task is dealt with effectively.	Meaningful communication is largely achieved through initiating and responding effectively. Hesitation is minimal and the norms of turn-taking are generally applied.
<b>3.5</b>	More features of band 4 than band 3.				
<b>3</b>	Reasonable range of structures used with generally consistent accuracy and fluency. but some non-impeding errors are evident.	Lexis is mostly effective and appropriate although range and accuracy are restricted at times.	Use of stress and intonation is sufficiently adequate for most utterances to be comprehensible. Some intrusive L1 sounds may cause difficulties for the listener.	Contributions are normally relevant, coherent and of an appropriate length but there may be occasional irrelevancies and incoherence. The task is dealt with satisfactorily.	Sufficient and appropriate initiation and response generally maintained throughout the discourse although there may be some undue hesitation. Turn-taking norms may not always be observed.
<b>2.5</b>	More features of band 3 than band 2.				
<b>2</b>	A rather limited range of structures. Consistent errors especially when attempting more ambitious grammatical forms.	Lexis is limited in terms of range and accuracy and lacking in precision.	Inadequacies in all areas of pronunciation put considerable strain on the listener.	Discourse is not developed adequately and may be incoherent and irrelevant at times. Task achievement is only partially realised.	Contributions limited and the patience of the listener may be strained by frequent hesitations. The norms of turn-taking are rarely observed.
<b>1.5</b>	More features of band 2 than band 1.				
<b>1</b>	Very limited range with serious structural inaccuracy and lack of flexibility.	Insufficient and inappropriate range of lexis to deal with the task adequately.	Limited competence in all areas of pronunciation severely impedes comprehension.	Monosyllabic responses. Performance lacks relevance and coherence throughout. Task achievement is very limited.	Fails to initiate and/or respond. The interaction breaks down as a result of persistent hesitation. The norms of turn-taking are not observed.
<b>0.5</b>	More features of band 1 than band 0.				
<b>0</b>	Too little speech to assess effectively.	Too little speech to assess effectively.	Too little speech to assess effectively.	Too little speech to assess effectively.	Too little speech to assess effectively.
<b>Mark</b>	<b>Global Achievement Scale</b>				

5	Demonstrated levels of linguistic competence and interactive skills indicate that tasks have been completed thoroughly and the message fully conveyed to the listener.
4.5	More features of band 4 than band 5.
4	Some characteristics of band 5 and band 3 in equal proportion.
3.5	More features for band 4 than band 3.
3	Demonstrated levels of linguistic competence and interactive skills indicate that tasks have been completely adequately and the message has been satisfactorily conveyed to the listener.
2.5	More features of band 3 than band 2.
2	Some characteristics of band 3 and band 1 in equal proportion.
1.5	More features for band 2 than 1.
1	Demonstrated levels of linguistic competence and interactive skills were insufficient to complete the task and the message was confused and very difficult for the listener to grasp.