

**LanguageCert
Mastery C2
Level 3
International ESOL (Speaking)
Practice Paper 1**

Interlocutor's instructions

CHECK THAT THE RECORDER IS ON AND WORKING

Test time: 17 minutes

I = Interlocutor C = Candidate

PART 1 (4 minutes)

I: LanguageCert International ESOL, Speaking, Mastery level, *(give today's date)*.

(Give candidate's full name.) Exam begins.

Hello. My name's *(give full name)*. Can you spell your family name for me, please?

C: *(Spells family name.)*

I: Thank you. Where are you from?

C: *(Responds.)*

I: Thank you. Now, Part One. I'm going to ask you some questions about yourself and your ideas. *(Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; eg 'Now, Money management'.)*

Topics

Money management

- How important do you think money is for a happy and fulfilling life?
- Children need to be taught the value of money at a very early age. Do you agree?
- Should credit card companies be blamed for people's irresponsible spending habits?
- How far do you agree with the saying 'money is the root of all evil'?

Manners

- How would you define good manners?
- Do you agree that the best way to learn good manners is from those who don't have them?
- What's the role of manners in communicating respect for others?
- Are bad manners a sign of rudeness and arrogance or simply ignorance?

Clothes, fashion

- Do you see yourself as a fashion victim? (Why/Why not?)
- People make assumptions about others based on what they wear. What's your view?
- Do you think people nowadays are unhealthily obsessed with fashion and style?
- What are the economic and cultural implications of the fashion industry?

(continued)

Art

- Do you think anyone can be an artist or do you need a special talent ?
- Why do some people enjoy going to art galleries ?
- How important is art in your daily life ?
- Do you consider art to be an important subject in the school curriculum ?

Society

- Should citizenship be a compulsory subject at school? Why/Why not?
- How important is it to have laws which clearly define human rights?
- Everyone has a moral duty to help less fortunate members of society. Do you agree?
- Are individual rights more important than the common good?

C: *(Responds.)*

I: *(Interlocutor makes **brief** responses and/or comments.)*

I: Thank you.

PART 2 (4 minutes)

I: Now, Part Two. We are going to role-play some situations. I want you to start or respond.
First situation (*choose one situation from A*).

A

- I'm your office manager. You have an important meeting coming up soon. I start.
So, how are you getting on with your presentation?
- I'm your teacher. I start.
The exam is in two weeks. Have you come up with a study plan?
- We're colleagues. I start.
It's about time we bought a new printer.
- We're friends. I start.
My sister and I don't seem to see eye to eye any more.

C: (*Responds.*)

I: (*Role-play the situation with the candidate – approximately two turns each.*)

I: Second situation (*choose one situation from B*).

B

- We're friends. You've heard I have failed my driving test. You start.
- I'm your boss and I'm in the middle of a meeting. You need to tell me something important. You start.
- I'm your classmate. You think another student was cheating in an exam. You start.
- I'm a travel agent. Your holiday was a disaster. You start.

C: (*Initiates.*)

I: (*Role-play the situation with the candidate – approximately two turns each.*)

I: (*Role-play a third situation from A or B if time allows.*)

I: Thank you.

PART 3 (4 minutes)

I: Now, Part Three. We're going to discuss something together.

Here are some opinions from a recent study regarding eating habits. Let's discuss and decide which ones we most agree with and which we least agree with. *(Hand over candidate's task sheet.)*

Take twenty seconds to think about what you want to say. *(20 seconds.)* Please start.

Interlocutor's Task Sheet



I: Thank you. *(Retrieve candidate's task sheet.)*

PART 4 (5 minutes including follow-up questions)

I: In Part Four you are going to talk about something for three minutes. Your topic is *(choose topic for candidate)*.

Topics

- A The benefits of freedom of movement between countries**
- B Funny and embarrassing mistakes which can occur when using a foreign language**
- C The benefits of reading books**

I: *(Hand over piece of paper and pen/pencil.)* You now have thirty seconds to write some notes to help you. So your topic is *(repeat topic)*. *(Withdraw eye contact for thirty seconds. Leave recorder running.)*

I: *(Candidate's name)*, please start.

C: *(Talks.)*

I: *(When candidate has talked for a maximum of three minutes, say, 'Thank you', and then ask some follow-up questions.)*

Follow-up questions

The benefits of freedom of movement between countries

- Would you ever consider emigrating to another country? (Why/Why not?)
- What character traits help people adapt in a foreign country more easily?
- Is freedom of movement both within and between countries a basic human right?
- What could make a traveller feel at home when visiting a foreign country?

Funny and embarrassing mistakes which can occur when using a foreign language

- What's the best way to get out of an embarrassing situation?
- Which particular aspects of learning English have you found most problematic?
- How far do you agree that errors are a natural part of language learning?
- Do you think some people can learn a foreign language more easily than others? (Why/Why not?)

The benefits of reading books

- Do adults read books in your country?
- What makes a book a best-seller?
- If you were a writer, what kind of book would you like to write?
- Do you think that books will be replaced by technology?

I: Thank you. *(Give candidate's name.)* That is the end of the exam.

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Candidate's Task Sheet for Part Three (Candidate's copy)

