

Speaking CPE: Ten practice tests for the Cambridge C2 Proficiency

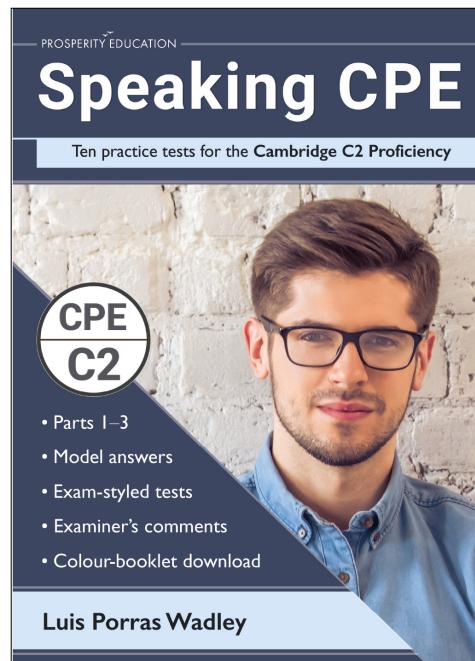
Cambridge C2 Proficiency | Parts 1–4

10 exam-styled practice tests

Model answers included

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These sample tests have been written to closely replicate the Cambridge CPE Speaking exam experience and so each test follows the same structure and wording as official C2 Proficiency Speaking papers.

Because of this, candidates will become familiar with the topics, the structure, the timing and the level by the time they sit their C2 Proficiency exam.

In addition to the 10 complete practice tests for C2 Proficiency Speaking, this book also contains model answers with examiner comments and ready-to-use speaking mark sheets.

This resource also includes an in-depth description of the C2 Proficiency Speaking paper, and so provides a large bank of high-quality practice material both for students wishing to take the Cambridge C2 Proficiency and for teachers preparing students for the exam.

About the author

Luis Porras Wadley is the owner and director of KSE Academy, an English academy and official Cambridge English Exam Preparation Centre based in Granada. As an English teacher, Luis has been preparing Cambridge candidates successfully for over 10 years. He is an author, EFL blogger, freelance writer and translator.



Test 1 – Part 1

2 minutes (3 minutes for groups of three)

Cambridge C2 Proficiency: Speaking**Candidates' background****Interlocutor** Good morning/afternoon/evening. My name is and this is my colleague

And your names are?

Could I have your mark sheets, please?

Thank you.

First of all, we'd like to know something about you.

- **Where are you from (Candidate A)? And you (Candidate B)?**
- *[Address Candidate B]* **Are you working or studying at the moment?**
- *[Address Candidate A]* **And you?**

Select a further question for each candidate:

- **You said you're from (candidate's home town/area). How do you like it there?**
- **What kind of job would you like to have in the future? (Why?)**
- **Would you rather spend your free time with your friends or your family? (Why?)**
- **Can you tell us something about the area where you live?**
- **What would be your ideal holiday destination? (Why?)**
- **How much time do you spend watching television? (Why?)**

Candidates

.....

Interlocutor**Thank you.**

1 Insurance company – Travel

Interlocutor Now, in this part of the test you're going to do something together. Here are some pictures of people in different situations.

Place Part 2 booklet in front of the candidates. Select two of the pictures for the candidates to look at.

First, I'd like you to look at pictures * and * and talk together about how common these situations are when going on a trip.

You have about a minute for this, so don't worry if I interrupt you.

Candidates



.....

1 minute (2 minutes for groups of three)

Interlocutor

Thank you. Now look at all the pictures.

I'd like you to imagine that a group of entrepreneurs is setting up a new travel-insurance company. These pictures show common concerns or problems that people have when travelling.

Talk together about how an insurance company can help to provide solutions to these situations. Then suggest which of these problems should be the main focus of the new insurance company.

You have about three minutes to talk about this.

Candidates



.....

Approximately 3 minutes (4 minutes for groups of three)

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve Part 2 booklet.

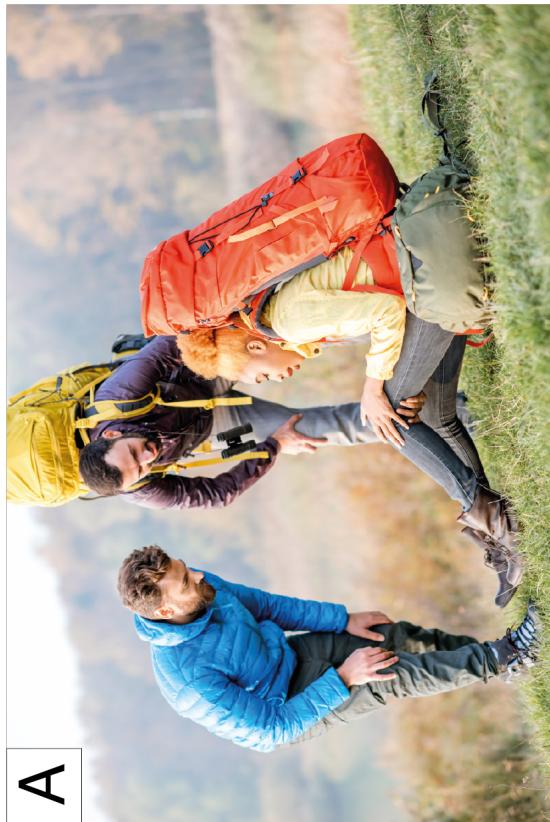
1 Insurance company – Travel



B



D



A



C

Test 1 – Part 3

Approximately 10 minutes

Cambridge C2 Proficiency: Speaking**Trust**

Interlocutor Now, in this part of the test you're each going to talk on your own for about two minutes.

You need to listen while your partner is speaking because you'll be asked to comment afterwards.

So (*Candidate A*), I'm going to give you a card with a question written on it, and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

All right? Here is your card.

Place **Part 3 booklet, Task 1(a)**, in front of *Candidate A*.

Please let (*Candidate B*) see your card. Remember (*Candidate A*), you have about two minutes to talk before we join in.

Allow up to 10 seconds before saying, if necessary: **Would you like to begin now?**

Candidate A

.....

2 minutes

Interlocutor

Thank you.

Interlocutor

Ask one of the following questions to Candidate B:

- Do you find it easy to trust other people? (Why? / Why not?)
- What do you think can be done to regain someone's trust?
- Can you really be friends with someone you can't trust entirely? (Why? / Why not?)

Invite Candidate A to join in by selecting one of the following prompts:

- What do you think?
- Do you agree?
- How about you?

Candidates

.....

1 minute

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 3 booklet**.

Trust – continued

Interlocutor Now (*Candidate B*), it's your turn to be given a question. Here is your card.

Place *Part 3 booklet, Task 1(b)*, in front of *Candidate B*.

Please let (*Candidate A*) see your card. Remember (*Candidate B*), you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?

Allow up to 10 seconds before saying, if necessary: **Would you like to begin now?**

Candidate B



.....

2 minutes

Interlocutor Thank you.

Interlocutor Ask **one** of the following questions to *Candidate A*:

- In general, do you think politicians are trustworthy? (Why? / Why not?)
- Why do you think some people don't trust the media nowadays?
- Should we always trust scientific research? (Why? / Why not?)

Invite *Candidate B* to join in by selecting one of the following prompts:

- What do you think?
- Do you agree?
- How about you?

Candidates



.....

1 minute

Interlocutor Thank you. (Can I have the booklet, please?) Retrieve *Part 3 booklet*.

Interlocutor Now, to finish the test, we're going to talk about 'trust' in general.

Address a selection of the following questions to both candidates:

- Can you always trust what you read online? (Why? / Why not?)
- What part does the internet play in the emergence of conspiracy theories?
- How does misinformation contribute to the public's distrust of news sources?
- What can we do to make sure that we choose reliable news sources?
- Why do you think misinformation seems to spread faster than real facts?
- To what extent do family and friends influence what information we trust?

Interlocutor Thank you. That is the end of the test.

Task 1(a)

Why is it important to be able to trust the people in our life?

- colleagues
- friends
- family

Task 1(b)

What can happen when you lose trust in someone or something?

- the media
- politicians
- science

Date	DD	MM	YY

Candidate _____

Marks available

Grammatical Resource	0	1	1.5	2	2.5	3	3.5	4	4.5	5
Lexical Resource	0	1	1.5	2	2.5	3	3.5	4	4.5	5
Discourse Management	0	1	1.5	2	2.5	3	3.5	4	4.5	5
Pronunciation	0	1	1.5	2	2.5	3	3.5	4	4.5	5
Interactive Communication	0	1	1.5	2	2.5	3	3.5	4	4.5	5
Global Achievement	0	1	1.5	2	2.5	3	3.5	4	4.5	5

Item descriptors

Grammatical Resource <i>Control</i> <i>Range</i>	<ul style="list-style-type: none"> Degree of control of grammatical forms. Range of grammatical forms used.
Lexical Resource <i>Range</i> <i>Appropriacy</i>	<ul style="list-style-type: none"> Range of vocabulary used to give and exchange views. Appropriacy of vocabulary used.
Discourse Management <i>Extent</i> <i>Relevance</i> <i>Coherence</i> <i>Cohesion</i>	<ul style="list-style-type: none"> Stretches of language produced. Relevance of contributions and organisation of ideas. Use of appropriate cohesive devices and discourse markers.
Pronunciation <i>Intonation</i> <i>Stress</i> <i>Individual sounds</i>	<ul style="list-style-type: none"> Intelligibility Intonation Word stress Individual sounds
Interactive Communication <i>Initiating</i> <i>Responding</i> <i>Development</i>	<ul style="list-style-type: none"> Initiating, responding and linking contributions to other speakers' interventions. Maintaining and developing interaction, and negotiating towards an outcome. Widening the scope of the interaction.

Model answers – Test 1

The C2 Proficiency examination is usually taken by candidates who want to obtain a C2-level certificate, which corresponds to generally native-like level of English. As described by the Common European Framework of Reference for Languages (CEFR), candidates with a C2 level are considered to be *proficient users*, that is, users who show *mastery* or *comprehensive operational proficiency* of the English language, thus being able to:

- understand with ease virtually everything heard or read
- summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation
- express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

The purpose of the following model answers is to provide teachers and candidates with an example of language production and test performance that would score a high mark in a real C2 Proficiency Speaking test.

These answers contain grammatical and lexical features as well as a range of discourse resources suited to an advanced level of English (C2). Please note that great linguistic accuracy is expected at C2 level.

On pages 95–100, there are examiner comments highlighting different aspects of the model answers, such as:

- the strategies candidates make use of to address some of the parts
- the ways in which candidates express their opinions
- how candidates interact with one another, etc.

The aim of these comments is to draw the reader's attention to important details that might help them to achieve a successful performance in this part of the C2 Proficiency examination.

While reading the model answers and the examiner's comments, please bear in mind the following:

- The test is taken in pairs (or trios), and candidates are expected to interact with each other.
- The approximate timing of each part of the test is as follows:
 - Part 1: 2 minutes (pair) / 3 minutes (trio)
 - Part 2: 4 minutes (pair) / 6 minutes (trio)
 - Part 3: 10 minutes (pair) / 15 minutes (trio)
- These answers would achieve a high score in a C2 Proficiency Speaking test, and so should be regarded as strong-performance answers providing examples of the types of linguistic structures candidates are expected to produce at this level rather than examples of minimum performance to pass.

Test 1 – Part 1

- Interlocutor** Where are you from, Candidate A?
- Candidate A** *I'm from Seville, in the south of Spain.*
- Interlocutor** And you, Candidate B?
- Candidate B** *I'm from Madrid, which, as I'm sure you know, is the capital city of Spain.*
- Interlocutor** Are you working or studying at the moment?
- Candidate B** *Yes, I have a job as a lawyer at a popular firm on the outskirts of Madrid.*
- Interlocutor** And you?
- Candidate A** *Well, unfortunately, I'm currently in between jobs, but I'm actively job-hunting, so I'm pretty sure something will come up soon. Fingers crossed!*
- Interlocutor** What kind of job would you like to have in the future?
- Candidate A** *Well, I've specialised in website design and development, so I think a good fit for me would probably be a vacancy in an online marketing agency.*
- Interlocutor** What would be your ideal holiday destination?
- Candidate B** *This might sound a bit cheesy, but as long as I'm with my family, any destination will suffice. I guess anywhere in Europe would be alright, but I'd also be delighted to explore some Asian country soon; somewhere where I can experience a bit of culture shock.*
- Interlocutor** Thank you.

Test 1 – Part 2

Insurance company – Travel

Task 1 – Short discussion

- Interlocutor** First, I'd like you to look at pictures B and C and talk together about how common these situations are when going on a trip.
- Candidate A** *Would you like to kick off?*
- Candidate B** *Sure. Let's see... Well, I think we can both agree that these situations are quite common when you're travelling, especially waiting around like in picture B. Whether it be at the airport or at a coach or train station, there is always some waiting involved, don't you think?*
- Candidate A** *Yes, for sure. I'd say that it is kind of commonplace when flying, as delays tend to occur more frequently at airports. And... how about being a victim of pickpocketing? Do you think that's also common?*
- Candidate B** *Yes, definitely. In fact, having your purse or wallet stolen is so typical as a tourist that many cities, like London, have put up signs that read "Watch out! Pickpockets about!", which I've always found quite amusing, to be honest.*
- Candidate A** *Ah, yeah, I'm with you on that one. I remember seeing some signs like that in Barcelona, too. So we can assume that pickpockets taking advantage of travellers is quite common.*
- Interlocutor** Thank you. Now look at all the pictures.