

**LanguageCert
Communicator B2
Level 1
International ESOL (Speaking)
Practice Paper 6**

Interlocutor's instructions

CHECK THAT THE RECORDER IS ON AND WORKING

Test time: 13 minutes

I = Interlocutor C = Candidate

PART 1 (3 minutes)

I: LanguageCert International Spoken ESOL Exam, Communicator level, *(give today's date)*.

(Give candidate's 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. Which country 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; e.g. 'Now, Manners.'*)

Topics

Manners

- How important are good manners in the country where you live?
- Why do you think older people often complain about younger people's manners?
- Who should be responsible for teaching manners to children in the future?
- Why do you think some people are impolite?

Organic food

- How easy is it to buy organic food in the area where you live?
- Why do some people believe that organic food is important for health?
- Why do you think some people are willing to pay more for organic food?
- Why do some people believe that food in the past was healthier than today?

Green travel

- What can we do to protect the environment while on holiday?
- Why do you think people believe that travel is bad for the planet?
- How do you think travel will change in the future?
- Which way of travelling would you choose, in order to be more environmentally-friendly?

(continued)

Fashion

- What's better – being fashionable or having your own personal style?
- How do you think fashion will change in the future?
- To what extent do you agree that what you wear shows your personality?
- How has your fashion style changed since you were younger?

Sport

- What sport would you choose to do professionally and why?
- Why do you think professional sportspeople are paid so much money?
- How could we encourage children to do more sport?
- Why do you think people have always been interested in sport?

C: *(Responds.)*

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

I: Thank you.

PART 2 (3 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

- We're neighbours. I start.
Hi! I just wanted to let you know that we're having a party this weekend so we're going to be a bit noisy.
- We're colleagues at work. I start.
You look a bit worried. Has something gone wrong with the project?
- We're friends. I start.
You did so well in your exam. Can you give me some advice on preparing for mine?
- We're strangers in the street. I start.
Excuse me! I think we've met before. We do know each other, don't we?

C: (*Responds.*)

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

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

B

- We share a flat together. Last week it was my turn to clean the flat, but I didn't do it. You start.
- We're colleagues. We're worried about our new manager. You start.
- We're strangers in a very busy shop. You've just bumped into me. You start.
- We're friends. You want to borrow my favourite t-shirt. 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 (3 minutes)

I: Now, Part Three. We're going to discuss something together. Our favourite teacher is retiring next month and we are planning ways to celebrate her retirement. Let's talk about some possible options and make some decisions. Here are some ideas. (*Hand over candidate's task sheet.*) I have some different ideas.

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

Interlocutor's Task Sheet

Celebrating favourite teacher's retirement	
When:	<i>after teacher's last lesson (on a Tuesday evening)</i>
Who:	<i>only the class students and teacher</i>
How:	<i>a class photograph all together and a party</i>
Where:	<i>smart restaurant</i>
Present:	<i>expensive pen</i>
Card:	<i>goodbye card signed by everyone</i>

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

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

Celebrating favourite teacher's retirement

When: *last Saturday evening before teacher leaves*

Who: *all students and teachers at the school*

How: *a class photograph all together and a party*

Where: *school hall*

Present: *big cake*

Card: *goodbye card signed by everyone*

PART 4 (4 minutes including follow-up questions)

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

Topics

- A Your ideal home**
- B The worst holiday you have had**
- C The importance of formal qualifications**

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 two minutes, say, 'Thank you', and then ask some follow-up questions.*)

Follow-up questions

Your ideal home

- Which would be the most important factors when choosing your ideal home?
- Why do you think people didn't care so much about decoration in the past?
- Is it easy to have your own unique decorating style nowadays?
- How important is it to buy expensive furniture?

The worst holiday you have had

- How important is luxury for you when you're on holiday?
- Why do some people prefer camping to other kinds of holidays?
- Who would be the ideal person to go on a holiday with and why?
- Where will you choose to go on your next holiday and why?

The importance of formal qualifications

- Can you think of anyone who was successful without obtaining formal qualifications?
- How important are language qualifications in your country?
- If you could choose, what qualification would you try to get next?
- Which do you think is more important: practical experience or formal qualifications?

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

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

Celebrating favourite teacher's retirement

When: *last Saturday evening before teacher leaves*
Who: *all students and teachers at the school*
How: *a class photograph all together and a party*
Where: *school hall*
Present: *big cake*
Card: *goodbye card signed by everyone*