

**LanguageCert  
Communicator B2  
Level 1  
International ESOL for Schools  
(Speaking)  
Practice Paper 2**

**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 ESOL, Speaking, Communicator level, *(give today's date)*.

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

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

C: *(Spells surname.)*

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; e.g. 'Now, **Leisure.**')*

**Topics**

**Leisure**

- How much leisure time do you have on weekdays? (When?)
- Describe your favourite leisure activity.
- What leisure activity would you like to start doing? (Why?)
- Should schools offer fun classes like cooking or making things? (Why?/ Why not?)

**Computers**

- How much screen time do you have each day?
- How often do you play games on a computer?
- What do you dislike about using computers? (Why?)
- Tell me about your first computer.

**Clothes**

- What was the last piece of clothing you bought? (When?/ Why?)
- Describe the clothes you like wearing the most.
- Why do many schools nowadays **not** make children wear a uniform?
- Do you follow fashion in clothes? (Why?/ Why not?)

**School subjects**

- Which subjects are you studying at the moment?
- Will you drop some subjects in the future? (Why?/ Why not?)
- Tell me about a teacher who has really helped you with a subject.
- How much choice should students have about the subjects they study at school?

*(continued)*

**Fitness**

- How do you keep fit?
- Where do people go in your local area to keep fit? (Why?)
- Do physical education classes at school help children to keep fit? (Why?/ Why not?)
- Should local councils provide free gyms? (Why?/ Why not?)

C: *(Responds.)*

I: *(Interlocutor responds and/or comments **briefly.**)*

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 friends. I start.  
*What's the best way to spend an afternoon in your neighbourhood?*
- I'm a shop assistant in a clothes shop. I start.  
*Were you looking for anything in particular?*
- We're new classmates. I start.  
*What's the teacher of this class like?*
- I'm your geography teacher. I start.  
*Is there anything you'd like to ask me about the homework on volcanoes?*

C: (*Responds.*)

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

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

**B**

- We're strangers on a train. You need to find out where the train will stop. You start.
- We're friends. You promised to return my book to the library but you forgot. You start.
- I'm a guide in an art gallery. You want to find out about opening times. You start.
- We're classmates planning an event for school. You forgot to do your part. 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.

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**PART 3 (3 minutes)**

I: Now, Part Three. In this part, we're going to discuss something together.

The local council has received some extra money from the government to improve our town and has asked for our views. Let's talk about what kind of improvements we want and make some recommendations. 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**



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

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



**PART 4 (4 minutes including follow-up questions)**

I: In Part Four, you're going to talk on your own for two minutes. Your topic is *(choose topic for candidate)*.

**Topics**

**A Your ideal holiday**

**B A story you enjoy telling to your friends**

**C The world in 20 years' time**

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 holiday**

- How important are holidays for relaxing and spending time with family? (Why?)
- Can tourism ever be environmentally friendly? (How?/ Why not?)
- Have you ever had a really bad holiday? (What happened?)
- Should school holidays be longer? (Why?/ Why not?)

**A story you enjoy telling to your friends**

- What makes a story memorable enough to share with friends?
- How is listening to a story different from reading it yourself?
- What's one story you love telling, and why do you enjoy sharing it?
- Should schools offer more activities like book clubs for sharing stories? (Why?)

**The world in 20 years' time**

- What new subjects or skills do you think schools will teach in 20 years?
- How do you think forms of transport will change in your country in the future?
- How can people make sure that the world is a better place in the future?
- What do you imagine you will be doing in 20 years' time? (Why?)

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



**Candidate's Task Sheet for Part 3 (Candidate's copy)**

