

ESB Level 1 Certificate in ESOL International All Modes
(B2)

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 the
standardisation.**

Part 1 – Introduction

Interview to elicit personal information

Candidates respond to the interlocutor and not to each other. The interview consists of a number of short turns with candidates being invited to respond alternately. 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.

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.

- **Tell us about your family and what you most like about family life.**
- **How do you normally spend your weekends?**
- **Describe the most interesting place you have visited near here.**
- **What is/was your favourite subject at school and why?**
- **What sort of things do you use computers for?**
- **Tell us about your favourite food.**
- **Is there anything special you would like to do in the future?**
- **Can you remember your first English class? What was it like?**
- **Tell us about the things you like to do with your friends.**

Thank you.

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TOPIC 1 – Town versus Countryside

Part 2 - Interactive Discussion

Candidates discuss a topic based on two prompts provided by the interlocutor. They exchange ideas and opinions and sustain a discussion for **four minutes**. The interlocutor does not take part in the discussion. If candidates start to address the interlocutor directly, hand or other gestures should be used to indicate that the candidates should speak to each other.

(Interlocutor) **Now in this part of the test, I am going to give both of you two written statements based on the same topic. I would like you to talk together about the topic for four minutes using the statements to help you. You can add ideas of your own if you wish. I am just going to listen to you. You have only about four minutes so don't worry if I stop you and please speak so that we can both hear you.**

(To both Candidate A and B) **Here are your statements. (Place the prompts in the middle of the pair) The topic is 'Town versus Countryside'.**

You may start when you are ready.

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

(Retrieve prompts)

Copy of Candidate Prompts - TOPIC 1 – Town versus Countryside (B2)

Part 2

Candidate A's Statement:

- To many people, the benefits of living in a big city are the facilities available such as the theatre and restaurants, but only the rich are able to enjoy them.

Candidate B's Statement

- People who move from the city to the countryside do not understand the rural lifestyle and so may cause problems with their new neighbours.

TOPIC 1 – Town versus Countryside

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 to both Candidate A and B) **We are 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 'Town versus Countryside', the same as in Part 2 of the test.**

- **How much of a problem is traffic and pollution in your country?**
- **What is being done to solve these problems?**
- **Do you think cities are good places for children to live?**
- **If you could visit any city in the world, where would you go?**
- **What makes a city great?**
- **How much crime is there in cities in your country?**
- **Why do you think cities are so crowded?**
- **Where is the best place to live in your country?**

Thank you. That is the end of the test.

Goodbye. (*Assessor and interlocutor*)

TOPIC 2 – Computers and Technology

Part 2 - Interactive Discussion

Candidates discuss a topic based on two prompts provided by the interlocutor. They exchange ideas and opinions and sustain a discussion for **four minutes**. The interlocutor does not take part in the discussion. If candidates start to address the interlocutor directly, hand or other gestures should be used to indicate that the candidates should speak to each other.

(Interlocutor) **Now in this part of the test, I am going to give both of you two written statements based on the same topic. I would like you to talk together about the topic for four minutes using the statements to help you. You can add ideas of your own if you wish. I am just going to listen to you. You have only about four minutes so don't worry if I stop you and please speak so that we can both hear you.**

(To both Candidate A and B) **Here are your statements. (Place the prompts in the middle of the pair) The topic is 'Computers and Technology'.**

You may start when you are ready.

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

(Retrieve prompts)

Copy of Candidate Prompts - TOPIC 2 – Computers and Technology (B2)

Part 2

Candidate A's Statement

- In the future, nobody will be able to learn, work or have fun if they do not know how to use a computer.

Candidate B's Statement

- The development of home appliances such as the washing machine, dishwasher and the vacuum cleaner have given women more freedom.

TOPIC 2– Computers and Technology

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 to both Candidate A and B) **We are 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 'Computers and Technology' the same as in Part 2 of the test.**

- **What are the benefits of using the internet?**
- **How can parents control what their children see/do on the internet?**
- **What do you think computers and machines will be able to do in the future?**
- **What problems are caused by technology?**
- **Do teenagers spend too much time playing computer games?**
- **Why do you think people find mobile phones useful?**
- **When do you think it is not appropriate to use a mobile phone?**

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

TOPIC 3 – Film and Television

Part 2 - Interactive Discussion

Candidates discuss a topic based on two prompts provided by the interlocutor. They exchange ideas and opinions and sustain a discussion for **four minutes**. The interlocutor does not take part in the discussion. If candidates start to address the interlocutor directly, hand or other gestures should be used to indicate that the candidates should speak to each other.

(Interlocutor) **Now in this part of the test, I am going to give both of you two written statements based on the same topic. I would like you to talk together about the topic for four minutes using the statements to help you. You can add ideas of your own if you wish. I am just going to listen to you. You have only about four minutes so don't worry if I stop you and please speak so that we can both hear you.**

(To both Candidate A and B) **Here are your statements. (Place the prompts in the middle of the pair) The topic is 'Film and Television'.**

You may start when you are ready.

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

(Retrieve prompts)

Copy of Candidate Prompts - TOPIC 2 – Film and Television (B2)

Part 2

Candidate A's Statement

- Television should be used as a means of educating people and not just a way of providing entertainment.

Candidate B's Statement

- Children watch too much television which is harmful to them and parents should do more to limit the time young people spend in front of the set.

TOPIC 3 – Film and Television

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 to both Candidate A and B) **We are 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 'Film and Television' the same as in Part 2 of the test.**

- **If you could make a film about any person or topic, who or what would you make a film about?**
- **Do you think film stars get paid too much?**
- **If you were giving awards for best actor/actress who would you give the award to?**
- **What do you think makes a good film/TV programme?**
- **What alternatives are there to watching TV?**
- **What programmes do you enjoy watching on TV and why?**
- **Why do you think some people like watching violent films?**
- **What do you enjoy about the adverts on the TV?**

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

TOPIC 4 – Relationships

Part 2 - Interactive Discussion

Candidates discuss a topic based on two prompts provided by the interlocutor. They exchange ideas and opinions and sustain a discussion for **four minutes**. The interlocutor does not take part in the discussion. If candidates start to address the interlocutor directly, hand or other gestures should be used to indicate that the candidates should speak to each other.

(Interlocutor) **Now in this part of the test, I am going to give both of you two written statements based on the same topic. I would like you to talk together about the topic for four minutes using the statements to help you. You can add ideas of your own if you wish. I am just going to listen to you. You have only about four minutes so don't worry if I stop you and please speak so that we can both hear you.**

(To both Candidate A and B) **Here are your statements. (Place the prompts in the middle of the pair) The topic is 'Relationships'.**

You may start when you are ready.

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

(Retrieve prompts)

Copy of Candidate Prompts - TOPIC 4 – Relationships (B2)

Part 2

Candidate A's Statement

- Friends are more important than family.

Candidate B's Statement

- Parents often don't understand their children and are too strict with them.

TOPIC 4 – Relationships

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 to both Candidate A and B) **We are 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 'Relationships' the same as in Part 2 of the test.**

- **What do you think is a good age to get married?**
- **Do you think it is always a good idea to tell the truth to your friend?**
- **What kind of relationship do children have with grandparents in your country?**
- **What makes a good parent?**
- **Are there any disadvantages to being an only child?**
- **Do you prefer to have one close friend or a group of friends?**
- **Why do your friends like you?**
- **Do you consider your teacher to be a friend?**

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

TOPIC 5– School and Education

Part 2 - Interactive Discussion

Candidates discuss a topic based on two prompts provided by the interlocutor. They exchange ideas and opinions and sustain a discussion for **four minutes**. The interlocutor does not take part in the discussion. If candidates start to address the interlocutor directly, hand or other gestures should be used to indicate that the candidates should speak to each other.

(Interlocutor) **Now in this part of the test, I am going to give both of you two written statements based on the same topic. I would like you to talk together about the topic for four minutes using the statements to help you. You can add ideas of your own if you wish. I am just going to listen to you. You have only about four minutes so don't worry if I stop you and please speak so that we can both hear you.**

(To both Candidate A and B) **Here are your statements. (Place the prompts in the middle of the pair) The topic is 'School and Education'.**

You may start when you are ready.

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

(Retrieve prompts)

Copy of Candidate Prompts - TOPIC 5 – School and Education (B2)

Part 2

Candidate A's Statement

- The school timetable is too old-fashioned and doesn't allow students to study subjects that are useful for life today.

Candidate B's Statement

- Private schools give too many advantages to children and all education should be provided by the state.

TOPIC 5 - School and Education

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 to both Candidate A and B) **We are 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 'School and Education' the same as in Part 2 of the test.**

- **What has been the best thing about life at school?**
- **How much homework do you think children should be given?**
- **Should parents help children with their homework?**
- **Are there any new subjects you would introduce to the school timetable?**
- **If you could make one change to the school you went to, what would it be?**
- **What do you think about becoming a teacher?**
- **Why did you choose to study English?**
- **What would be most difficult about studying abroad?**

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

TOPIC 6 – Health and Fitness (Can be used for Three Candidates)

Part 2 – Interactive Discussion

Candidates discuss a topic based on two (*three*) prompts provided by the interlocutor. They exchange ideas and opinions and sustain a discussion for **four (*six*) minutes**. The interlocutor does not take part in the discussion. If candidates start to address the interlocutor directly, hand or other gestures should be used to indicate that the candidates should speak to each other.

(Interlocutor) **Now in this part of the test, I am going to give both (*all*) of you two (*three*) written statements based on the same topic. I would like you to talk together about the topic for four (*six*) minutes using the statements to help you. You can add ideas of your own if you wish. I am just going to listen to you. You have only about four (*six*) minutes so don't worry if I stop you and please speak so that we can both hear you.**

(To both Candidate A and B (and C)) **Here are your statements. (Place the prompts in the middle of the candidates) The topic is 'Health and Fitness'.**

You may start when you are ready.

*(After four (*six*) minutes)* **Thank you.**

(Retrieve prompt)

Copy of Candidate Prompts - TOPIC 6 – Health and Fitness (B2)

Part 2

Candidate A's Statement

- Smoking is a serious health hazard and should be banned in all public places

Candidate B's Statement

- Obesity (people getting too fat) is such a big problem that governments should stop TV advertisements for unhealthy foods.

Candidate C's Statement

- Many of today's models are too thin and they set a bad example to young girls who want to look like them.

TOPIC 6 – Health and Fitness (Can be used for Three 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 for **five (*eight*) minutes**.

(Interlocutor to both candidates A and B (and C)) **We are 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 'Health and Fitness', the same as Part 2 of the test.**

- **Why do you think people smoke when they know it's bad for them?**
- **How could you help somebody to stop smoking?**
- **Do you think medicine should be free to all people?**
- **How has junk food changed people's diet?**
- **What do you think doctors will be able to do in the future?**
- **What is a good way to exercise for lazy people?**
- **What will happen when people live much longer than they do now?**
- **Should the government tell people how to live healthy lives?**

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