

ESOL

International

Entry 3 – CEFR B1

Interlocutor Instructions (Ref: OCNLSAMPLEB1SII)

Speaking – Interlocutor Instructions: **SAMPLE**

Time allowed: Speaking - 20 minutes

Information for Interlocutor

There are three parts to this assessment:

- Part One - Candidate(s) **MUST NOT** prepare for Part One.
- Part Two - Candidates are given five scenarios a maximum of two weeks before the assessment. Notify the candidate of the scenario they will be assessed on at the beginning of the assessment.
- Part Three - Candidates are given five image prompts a maximum of two weeks before the assessment. Notify the candidate of the image prompt they will be assessed on at the beginning of the assessment.
- The assessment should last approximately 6 minutes in total (2 minutes per part).

Interlocutor's Pack for the B1 Speaking Exam

There are three parts to this assessment.

The assessment should last approximately 6 minutes in total (2 minutes per part).

About Part One



Instructions for Assessors:

Candidates **MUST NOT** prepare for part one.

Part one assesses a candidate's ability to respond to general everyday questions.

You should listen for:

- Appropriacy of answers

- The grammar, vocabulary, tone, range and register being used in relation to the level of the assessment

You **MUST** ask the questions as printed in this document.

About Part Two



Instructions for Assessors:

Part two takes the form of a conversation on a given topic.

Candidates may be given access to all of the scenario cards a maximum of two weeks before the assessment. You must inform the candidate of the scenario of assessment at the start of part two.

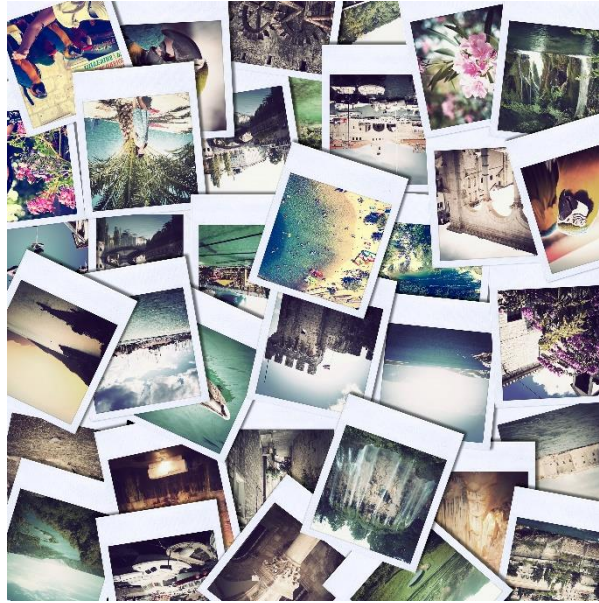
You must select one scenario for each candidate. Different scenarios should be selected for each candidate to ensure that all scenarios are used and that consecutive candidates have different scenarios.

You must lead the discussion using the scenario and prompts available in the Part Two section of this document.

Give the candidate a scenario card at the start of the assessment of part two and they may refer to their notes, but not read from them.

You may use the given prompts to assist the candidate if required.

About Part Three



Instructions for Assessors:

Part three takes the form of a discussion, led by the learner, based on an image/diagram.

There is a selection of five images in the Part Three section of this document and you may use one or two for each candidate.

Candidates are given the five prompts a maximum of two weeks before the assessment. You must inform the candidate of the scenario of assessment at the start of part three.

You may use the given prompts to assist the candidate if required.

Part One – Instructions for the Interlocutor

Candidates may not refer to notes for this part.

Start the recording and state:

- “This is the OCN London ESOL International speaking assessment at Level B1. Please tell me your name and the name of the centre.”

Once the candidates has responded, state:

- “Today's date is xx/xx/xxxx”

Ask all of the questions in part one and allow candidates to answer.

You may prompt the candidate to elicit more information if one-word responses are used.

At the end of part one, for the recording state:

- “This is the end of Part One.”

Part One – Assessment

This part should last approximately 2 minutes and you must ask all 5 of the following questions:

- Tell me about the last film you saw at the cinema.
- What is your home town/city famous for?
- Who is your favourite singer or band and why?
- Tell me about your dream job.
- Do you prefer the city or countryside and why?

You may prompt the candidate for further information only if required. Follow-up questions you may wish to use include:

- Asking for further thoughts
- Asking why they responded as they did

Part Two – Instructions for the Interlocutor

The candidate can now use the notes they made for part two.

Tell the candidate which of the five scenarios they will be assessed on.

- “This is Part Two. We are using Scenario xx.”

To assist you, there is more information on the following pages – including scenarios and prompts.

The dialogue should last for 2-3 minutes, do use the prompts to help the candidate meet this requirement.

At the end of part two, for the recording state:

- “This is the end of Part Two.”

Part Two – Assessment

Scenario 1

Introduce the scenario to the candidate by saying:

- **“Electric vehicles are the future of transport.”**

The candidate should engage in a conversation about electric vehicles and their opinion on whether they will replace existing modes of transport.

Engage in the conversation to encourage the candidate to speak for approximately 2 minutes.

Things to think about/prompts include:

- Do you agree?
- Are there electric vehicles where you live?
- Are there any problems with electric vehicles?
- Would you ever buy an electric vehicle?

Scenario 2

Introduce the scenario to the candidate by saying:

- **“Cats are better than dogs.”**

The candidate should engage in a conversation about cats and dogs, and their opinions – including on pet ownership.

Engage in the conversation to encourage the candidate to speak for approximately 2 minutes.

Things to think about/prompts include:

- Do you prefer cats or dogs?
- What are the reasons for this?
- Is one type of animal better than the other and why?
- What is your opinion on owning a pet?

Scenario 3

Introduce the scenario to the candidate by saying:

- **“There are too many sequels and not enough original films.”**

The candidate should engage in a conversation about cinema and the prevalence of sequels and instalments in franchises rather than original films.

Engage in the conversation to encourage the candidate to speak for approximately 2 minutes.

Things to think about/prompts include:

- What types of films you like to watch.
- Are there too many sequels and not enough original films?
- What were films like when you were younger?
- How will films be when you are older?

Scenario 4

Introduce the scenario to the candidate by saying:

- **“My country is famous for...”**

The candidate should engage in a conversation about what their country is famous for – which could include people, places, foods/drinks, items, traditions, etc. .

Engage in the conversation to encourage the candidate to speak for approximately 2 minutes.

Things to think about/prompts include:

- What is your country famous for?
- You may think about people, places, foods/drinks, items, traditions, etc
- Are these things only found in your country?
- What is your opinion about the famous person, place, etc?

Scenario 5

Introduce the scenario to the candidate by saying:

- **“Football is not a matter of life or death – It is much more important than that.”**

The candidate should engage in a conversation about their opinion about football, including its popularity in their country. .

Engage in the conversation to encourage the candidate to speak for approximately 2 minutes.

Things to think about/prompts include:

- Is football important to you and why?
- Is football popular in your country?
- Do people really think football is the most important thing in life?
- Are there any sports which are more popular in your country?

Part Two – Assessment Cards

Scenario 1

“Electric vehicles are the future of transport.”

Things to think about/prompts include:

- Do you agree?
- Are there electric vehicles where you live?
- Are there any problems with electric vehicles?
- Would you ever buy an electric vehicle?

Scenario 2

“Cats are better than dogs.”

Things to think about/prompts include:

- Do you prefer cats or dogs?
- What are the reasons for this?
- Is one type of animal better than the other and why?
- What is your opinion on owning a pet?

Scenario 3

“There are too many sequels and not enough original films.”

Things to think about/prompts include:

- What types of films you like to watch.
- Are there too many sequels and not enough original films?
- What were films like when you were younger?
- How will films be when you are older?

Scenario 4

“My country is famous for...”

Things to think about/prompts include:

- What is your country famous for?
- You may think about people, places, foods/drinks, items, traditions, etc
- Are these things only found in your country?
- What is your opinion about the famous person, place, etc?

Scenario 5

“Football is not a matter of life or death – It is much more important than that.”

Things to think about/prompts include:

- Is football important to you and why?
- Is football popular in your country?
- Do people really think football is the most important thing in life?
- Are there any sports which are more popular in your country?

Part Three – Instructions for the Interlocutor

The candidate can now use the notes they made for part three.

Start the recording and state:

- “This is Part Three. We are using Prompt(s) xx (and xx)”

To assist you, there is more information on the following pages – including images and prompts.

The dialogue should last for 2-3 minutes, do use the prompts to help the candidate meet this requirement.

At the end of this part state:

- “This is the end of Part Three. This is the end of this speaking assessment.”

Stop the recording and collect in any notes candidates prepared for Parts Two and Three.

Part Three – Assessment

Part Three consists of a short discussion based on an image prompt.

The candidate may refer to notes they have prepared, but not read from them.

The candidate should speak for approximately 2-3 minutes.

Image 1

- What is happening in the picture?
- What is your opinion about climate change?
- Has climate change affected your country?
- What can we do to reduce climate change?

Image 2

- Do you like to play or watch tennis and why?
- Are there any other sports that you prefer playing/watching?
- Is tennis popular in your country?
- What sports are popular in your country?

Image 3

- What do you think the people are protesting about?
- Do protests take place in your country?
- What do people protest about?
- Are there any causes you want to protest about?

Image 4

- What is happening in the picture?
- How do you like to relax?
- Do you like going to the beach?
- What do you like doing there?

Image 5

- Have you ever been to a concert? What was it?
- What type(s) of music do you like?
- Do you go to other types of public event?
- How do you feel about public events after the pandemic?

Image 1



Image 2



Image 3



Image 4



Image 5

