

# ESOL

# International

**Level 1 – CEFR B2**

**Interlocutor Instructions (Ref: OCNL0922B2SII)**

**Speaking – Interlocutor Instructions: September 2022**

Time allowed:            Speaking                            -            20 minutes

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## Information for Interlocutor

There are three parts to this assessment:

- Candidate(s) MUST NOT prepare for Part One.
- Candidate(s) may have up to 10 minutes preparation time - 5 minutes each for Parts Two and Three.
- The assessment should last approximately 6 minutes in total (2 minutes per part).

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## **Interlocutor's Pack for the B2 Speaking Exam**

**There are three parts to this assessment.**

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

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# 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.

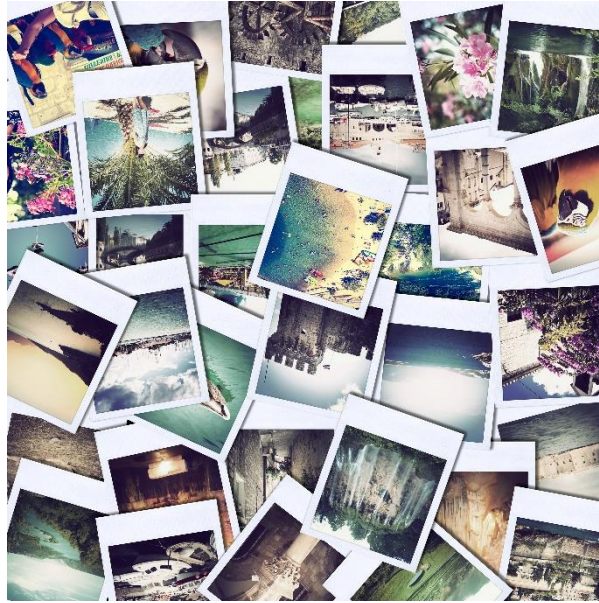
You must lead the discussion using the scenario and prompts available in the Part Two section of this document.

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.

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# 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 B2. 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.”

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## Part One – Assessment

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

- Which place in the world would you like to visit and why?
- Do you enjoy sports? Why / Why not?
- What is your favourite type of food?
- Do you think music is important? Why?
- Would you prefer going on holidays by the sea or on a mountain?

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:

- **“The local government has decided that the collection of rubbish from your neighbourhood is going to take place only once a week. You believe that this is going to cause many problems and it is going to damage the neighbourhood’s image. Talk with a friend who lives in another neighbourhood to discuss the problem. Start by presenting the problem to them.”**

The candidate should engage in a conversation about the environmental impact of it and suggest ways to solve the problem.

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

Things to think about/prompts include:

- Why do you think that this is a bad idea?
- What problems is this going to cause?
- How often was trash collected from your neighbourhood before?
- What do you think they should do?

## Scenario 2

Introduce the scenario to the candidate by saying:

- **“You recently visited a restaurant and had a horrible experience. You decide to call the restaurant’s manager to explain the situation and ask for your money back. Start by explaining what was wrong with your restaurant visit.”**

The candidate should engage in a conversation about the issues faced and ask for their money back.

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

Things to think about/prompts include:

- What did you expect before visiting the restaurant?
- What happened there?
- What problems did it cause you?
- Ask the manager for a refund.

## Scenario 3

Introduce the scenario to the candidate by saying:

- **“A boat ticket is very cheap but travelling at sea can take many hours. Traveling by plane can be very quick and easy, but the prices are high. Which one do you prefer?”**

The candidate should engage in a conversation about the differences between those two ways of travelling.

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

Things to think about/prompts include:

- What are the disadvantages of travelling by airplane?
- What are the disadvantages of travelling by boat?
- Which one is better for the environment?
- Which one is more enjoyable in your opinion?

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## Scenario 4

Introduce the scenario to the candidate by saying:

- **“In some countries, children leave the house when they turn 18 in order to study and then they live on their own. In others, people tend to stay with their families until their 30s. Which one do you think is better?”**

The candidate should engage in a conversation about living alone versus living with their family.

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

Things to think about/prompts include:

- What are the benefits of living with your parents?
- What are the drawbacks of living with your parents?
- What is a good age to start living alone?
- Can your family help you if you live far from them?

## Part Two – Assessment Cards

### Scenario 1

**“The local government has decided that the collection of rubbish from your neighbourhood is going to take place only once a week. You believe that this is going to cause many problems and it is going to damage the neighbourhood’s image. Talk with a friend who lives in another neighbourhood to discuss the problem. Start by presenting the problem to them.”**

Things to think about/prompts include:

- Why do you think that this is a bad idea?
- What problems is this going to cause?
- How often was trash collected from your neighbourhood before?
- What do you think they should do?

### Scenario 2

**“You recently visited a restaurant and had a horrible experience. You decide to call the restaurant’s manager to explain the situation and ask for your money back. Start by explaining what was wrong with your restaurant visit.”**

Things to think about/prompts include:

- What did you expect before visiting the restaurant?
- What happened there?
- What problems did it cause you?
- Ask the manager for a refund.

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### Scenario 3

**“A boat ticket is very cheap but travelling at sea can take many hours. Traveling by plane can be very quick and easy, but the prices are high. Which one do you prefer?”**

Things to think about/prompts include:

- What are the disadvantages of traveling by airplane?
- What are the disadvantages of travelling by boat?
- Which one is better for the environment?
- Which one is more enjoyable in your opinion?

### Scenario 4

**“In some countries, children leave the house when they turn 18 in order to study and then they live on their own. In others, people tend to stay with their families until their 30s. Which one do you think is better?”**

Things to think about/prompts include:

- What are the benefits of living with your parents?
- What are the drawbacks of living with your parents?
- What is a good age to start living alone?
- Can your family help you if you live far from them?

## 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

- Is it important for children to spend time with their grandparents?
- How does this help the parents?
- What activities can you do with your grandparents?
- What about you? Did you use to spend time with your grandparent when you were this age?

### Image 2

- What is the image about?
- Do you think that all these changes are necessary?
- Are smartphones necessary?
- Could you live without a smartphone? Why/Why not?

### Image 3

- How do you think the person in the picture is feeling?
- Is this a job you would like to do?
- What are the disadvantages of this job?
- What do you think happened after the photo was taken?

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#### Image 4

- Do you believe that friendship is important for young children?
- Are you still in touch with your childhood friends?
- What makes someone special or best friend?
- Has a friend ever disappointed you?



Image 1



[https://www.freepik.com/free-photo/grandma-grandson-hugging-after-social-distancing\\_13307290.htm](https://www.freepik.com/free-photo/grandma-grandson-hugging-after-social-distancing_13307290.htm)

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## Image 2



[https://www.freepik.com/free-vector/mobile-phones-evolution-cartoon-vector-concept-cellphones-generations-from-vintage-models-with-physical-numeric-keypads-retractable-antennas-modern-smart-devices-with-touchscreen-illustration\\_4393731.htm](https://www.freepik.com/free-vector/mobile-phones-evolution-cartoon-vector-concept-cellphones-generations-from-vintage-models-with-physical-numeric-keypads-retractable-antennas-modern-smart-devices-with-touchscreen-illustration_4393731.htm)

**Image 3**



[https://www.freepik.com/free-photo/female-nurse-with-mask-putting-gloves-preparing-cure-coronavirus-patient\\_18462842.htm](https://www.freepik.com/free-photo/female-nurse-with-mask-putting-gloves-preparing-cure-coronavirus-patient_18462842.htm)

**Image 4**



[https://www.freepik.com/free-photo/group-kids-friends-arm-around-sitting-together\\_2523584.htm](https://www.freepik.com/free-photo/group-kids-friends-arm-around-sitting-together_2523584.htm)