

# ESOL

# International

**Level 2 – CEFR C1**

**Interlocutor Instructions (Ref: OCNL0922C1SII)**

**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 C1 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.

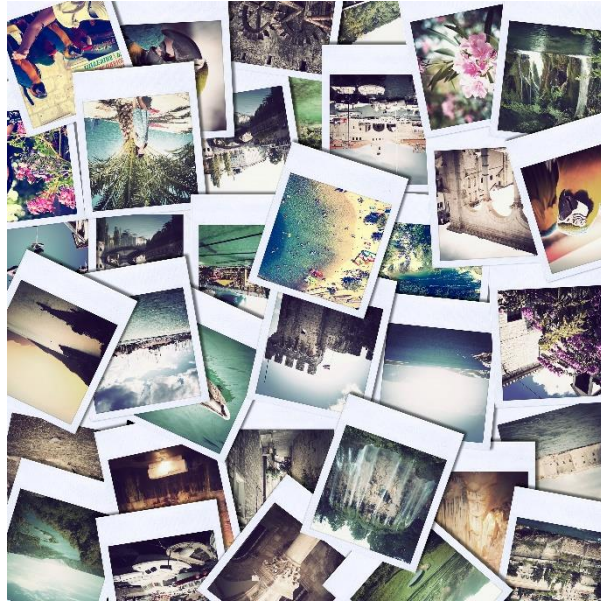
You must select one scenario for each candidate. Different scenarios should be selected for each candidate to ensure that all scenarios are used and that consecutive candidates have different scenarios.

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.

# 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 C1. 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:

- Do you have a big group of friends? Why/Why not?
- What is a simple environmentally friendly habit that you have picked up?
- Do you prefer shopping online or shopping local?
- Tell me about a future aspiration of yours.
- Is there anyone in your family you look up to? 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:

- **“Many universities are now introducing official study groups in which students can easily enrol and study alongside their peers. Do you believe that this is a good idea?”**

The candidate should engage in a conversation about study groups.

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

Things to think about/prompts include:

- Is it better to study alone or in groups?
- Do you believe that these groups will be successful?
- What are the social advantages of studying in a group?
- What are the disadvantages of studying with other people?

## Scenario 2

Introduce the scenario to the candidate by saying:

- **“Holidays abroad are very popular among young Europeans. However, many claim that young tourists tend not to be respectful of the locals in the areas they visit, leaving litter and making a lot of noise during quiet hours. Do you agree with this?”**

The candidate should engage in a conversation about the impact of tourism in local areas.

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

Things to think about/prompts include:

- What should people keep in mind when visiting other countries?
- What can local governments do to preserve order during tourist season?
- Does education play a role on how young tourists behave?
- What are some things people can do when they go on holidays abroad?

## Scenario 3

Introduce the scenario to the candidate by saying:

- **“Some people think that volunteering is a great use of time and resources. Do you agree with this?”**

The candidate should engage in a conversation about the benefits and drawbacks of volunteering.

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

Things to think about/prompts include:

- Have you ever volunteered for a particular cause?
- What skills can people acquire through volunteering?
- How does volunteering help the community?
- What might be the challenges of volunteering?

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## Scenario 4

Introduce the scenario to the candidate by saying:

- **“Many people consider hobbies a waste of time. What do you think?”**

The candidate should engage in a conversation about the possibility of a hobby becoming a future career.

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

Things to think about/prompts include:

- Do you prefer to relax or exercise after a busy day?
- Is there a hobby you would like to try and why?
- Can a hobby save a child from bad peer influence?
- Can you make money from doing your hobby?

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## Part Two – Assessment Cards

### Scenario 1

**“Many universities are now introducing official study groups in which students can easily enrol and study alongside their peers. Do you believe that this is a good idea?”**

Things to think about/prompts include:

- Is it better to study alone or in groups?
- Do you believe that these groups will be successful?
- What are the social advantages of studying in a group?
- What are the disadvantages of studying with other people?

### Scenario 2

**“Holidays abroad are very popular among young Europeans. However, many claim that young tourists tend not to be respectful of the locals in the areas they visit, leaving litter and making a lot of noise during quiet hours. Do you agree with this?”**

Things to think about/prompts include:

- What should people keep in mind when visiting other countries?
- What can local governments do to preserve order during tourist season?
- Does education play a role on how young tourists behave?
- What are some things people can do when they go on holidays abroad?

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### Scenario 3

**“Some people think that volunteering is a great use of time and resources. Do you agree with this?”**

Things to think about/prompts include:

- Have you ever volunteered for a particular cause?
- What skills can people acquire through volunteering?
- How does volunteering help the community?
- What might be the challenges of volunteering?

### Scenario 4

**“Many people consider hobbies a waste of time. What do you think?”**

Things to think about/prompts include:

- Do you prefer to relax or exercise after a busy day?
- Is there a hobby you would like to try and why?
- Can a hobby save a child from bad peer influence?
- Can you make money from doing your hobby?

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## 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

- Where are the people in the picture?
- Do you believe that people can learn new things at all ages?
- What are the advantages of going to university at an older age?
- Are there any challenges when someone decides to become a student at a later stage in life?

### Image 2

- What kind of celebration does it depict?
- Does your country have any unique celebrations?
- What do you think happened after the photo was taken?
- Have you ever worn a costume like this one? How did you feel?

### Image 3

- Do you own a pet? If so, what kind?
- Do you think that having a pet is a big responsibility? Why/ Why not?
- What are the health/mental benefits of owning a pet?

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#### Image 4

- Is this a place you would enjoy? Why?
- Who would you bring with you in this place? Why?
- What kind of activities would you like to do there?
- Have you ever been in such a place? Who would you take with you?



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Image 1



[https://www.freepik.com/free-photo/senior-man-woman-paying-attention-class\\_18775091.htm](https://www.freepik.com/free-photo/senior-man-woman-paying-attention-class_18775091.htm)

Image 2



<https://www.freepik.com/free-photo/dia-de-los-muertos-close-up-portrait-young-woman-1355457.htm>

Image 3



[https://www.freepik.com/free-photo/girl-with-dog\\_1469513.htm](https://www.freepik.com/free-photo/girl-with-dog_1469513.htm)

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Image 4



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