



Paper reference:

**603/3560/9: 21Q1ML3Speaking**

# **Open College Network West Midlands Level 3 Certificate in ESOL International (CEFR C2)**

**Interlocutors Instructions**

**March 2021**

**Time 20 minutes**

## **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 no longer than **6 minutes** in total (**2 minutes** per part).

**ESOL International**

**Interlocutor's Pack for the C2 Speaking Exam**

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

**The assessment should last no more than 6 minutes in total (2 minutes per part).**

## **About the Speaking Assessment**

There are **three** parts to the speaking assessment. Each part is designed to test a different aspect of speaking.

Candidates **must** participate in all three parts of the speaking assessment.

Interlocutors may prompt the candidate to provide a more substantial response where appropriate, however, the nature and number of prompts used will be reflected in the candidate's overall marks.

Each speaking assessment must be recorded for quality assurance purposes and submitted upon request to Open College Network West Midlands.

Candidates are permitted to make notes for parts 2 and 3 only. These should not comprise of a script or full sentences. At the end of the assessment, any candidate notes are collected and submitted for marking with the candidate recording.

### **About Part One**

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

Part one tests a candidate's ability to respond to general everyday questions on subjects that are familiar to them.

Examiners should listen for:

- Answers that are appropriate to the question asked
- Answers that use grammar, vocabulary, tone, range and register that is in line with the level being tested.
- Examiners should not prompt for additional responses, unless the candidate's original response is a Yes/No type response.

The questions are general, open questions designed to allow the candidate to provide a short response in sentence format.

The interlocutor **MUST** ask the questions as they appear in the assessment and the candidate offers an appropriate response.

Oral Examiners **MUST** not change the questions or use alternative questions.

***Examiners may re-phrase or repeat but cannot substitute questions.***

## **About Part Two**

Part two tests a candidate's ability to listen and respond appropriately in a range of different situations, using formal or informal language as appropriate. Candidates will be given access to all of the scenario cards a maximum of two weeks before the assessment. The candidate is notified of the scenario they will be assessed on at the beginning of the assessment for part two.

Assessment tasks for part two may be discussions or role plays and ten different scenarios are provided. **Interlocutors choose one** scenario for each candidate. Scenarios must be rotated between candidates ensuring that all scenarios are used and that consecutive candidates have different scenarios.

The interlocutor leads the discussion. Additional information for interlocutors for this part of the assessment can be found in the section Role Play Guidance for Interlocutors. **The Role Play Guidance for Interlocutors must not be shared with candidates.**

Candidates are given the scenario card by the interlocutor at the start of the assessment of part two they are allowed brief notes but **MUST NOT** produce a script that can be read aloud.

***Interlocutors may re-phrase the scenario for the candidate but must not change the topic/content.***

The interlocutor may ask questions to prolong the discussion, which should last for approximately 2 minutes.

## **About Part Three**

Part Three tests a candidate's responses to a visual prompt.

Ten prompts will be provided in the form of graphs, charts, or photographs. Interlocutors will use one or two prompts for each candidate.

Candidates are given the ten prompts a maximum of two weeks before the assessment, the prompt(s) used for assessment are given at the start of part three.

Interlocutors may ask questions to elicit further information or encourage the candidate to speak for at least 2 minutes, however, the nature and number of these prompts will be reflected in the candidate's overall marks.

## **Part One – Instructions for the Interlocutor**

When the candidate enters the room, ask them to put down any notes they have prepared for parts two and three.

Allow the candidate to sit down and get comfortable.

Start the recording and state:

**“Good morning/afternoon. This is the speaking assessment for Open College Network West Midlands ESOL International Examinations Level C2 Please tell me your name and the name of the centre...”**

Ensure the candidate states their name and the name of the centre clearly.

State:

**“The date of this assessment is xx/xx/xxxx”**

Then state:

**“This is part one.”**

Ask the questions in part one and allow candidates to answer. Encourage answers that are full sentences where possible. Extended answers are NOT required for part one.

The questions may be repeated or re-phrased but not changed, and **all** questions **must** be asked.

You may prompt the candidate to elicit more information to add to their response if one-word responses are used, however the nature and number of prompts will be reflected in the candidate marks for this part of the assessment.

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

**“That is the end of Part One.”**

## Part One – Assessment Materials

This part should last no more than **2 minutes**.

1. Where would you like to visit in the next year? Why do you want to go there?
2. What do you like to do for exercise?
3. What is your routine in the morning?
4. What do you do at the weekend?
5. What kind of holiday do you prefer?

*The interlocutor may prompt the candidate to elicit more information to add to their response if one-word responses are used. For example:*

*Have you anything else to add?*

*Can you think of anything else?*

*Why do you think that?*

*Why is that so?*

## **Part Two – Instructions for Interlocutor**

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

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

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

Conduct the role-play dialogue with the candidate.

To assist you with these dialogues, there is more information in **“Role play guidance for interlocutors”** on the following pages.

Allow the dialogue to continue for up to 2 minutes if possible. Use additional prompts as required, however, the number and nature of prompts will be reflected in the candidate score for this part of the assessment.

At the end of the dialogue state:

**“That is the end of part two.”**

## **Role play guidance for the Interlocutor**

### **For Scenario 1**

Introduce the scenario to the candidate by saying:

**"We are going to discuss friendships."**

*The candidate should engage in a conversation about friendships.*

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

Things to think about:

- Is it good to have a wide variety of friends?
- Where your friends live and what they do
- Getting in touch with old friends
- Meeting new people through your friends

Candidates should be prompted where appropriate to keep the conversation flowing for 2 minutes.

## **For Scenario 2**

Introduce the scenario to the candidate by saying:

**“We are going to discuss the different regions of your country.”**

*The candidate should engage in a conversation about regions of their country.*

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

Things to think about:

- Which are the most famous regions in your country?
- What are the different industries of regions of your country?
- Areas which are particularly wealthy or deprived
- Regions which are undergoing change or are being developed

Candidates should be prompted where appropriate to keep the conversation flowing for 2 minutes.

### **For Scenario 3**

Introduce the scenario to the candidate by saying:

**“We are going to discuss the importance of nature in where we live.”**

*The candidate should engage in a conversation about nature.*

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

Things to think about:

- Is it important to you to see greenery and wildlife?
- Is conservation important?
- What plants and animals can be seen near to where you live?
- What are the most important species to look after?

Candidates should be prompted where appropriate to keep the conversation flowing for 2 minutes.

## **For Scenario 4**

Introduce the scenario to the candidate by saying:

**“We are going to discuss professions.”**

*The candidate should engage in a conversation about professions.*

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

Things to think about:

- How important is it to have a high-status job?
- Should people be rewarded for doing difficult jobs?
- How important is it to have qualifications for a job?
- Are people in some roles undervalued?

Candidates should be prompted where appropriate to keep the conversation flowing for 2 minutes.

## **For Scenario 5**

Introduce the scenario to the candidate by saying:

**“We are going to discuss housing.”**

*The candidate should engage in a conversation about the issues surrounding housing.*

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

Things to think about:

- Should governments provide housing?
- Is it important for people to own their own homes?
- Is it wasteful for people to own more than one house?
- What can be done about homelessness?

Candidates should be prompted where appropriate to keep the conversation flowing for 2 minutes.

## **For Scenario 6**

Introduce the scenario to the candidate by saying:

**“We are going to discuss the use of resources.”**

*The candidate should engage in a conversation about the use of resources.*

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

Things to think about:

- How important is it to recycle?
- Is it good to limit how much we consume?
- Should we eat food which does not have a damaging effect on the environment?
- Should we try to buy clothes and/or gifts that help the environment?

Candidates should be prompted where appropriate to keep the conversation flowing for 2 minutes.

## **For Scenario 7**

Introduce the scenario to the candidate by saying:

**“We are going to discuss transport.”**

*The candidate should engage in a conversation about transport.*

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

Things to think about:

- Should we travel by car or use public transport?
- Should public transport be subsidised?
- Should travel be taxed?
- How will we travel in the future?

Candidates should be prompted where appropriate to keep the conversation flowing for 2 minutes.

## **For Scenario 8**

Introduce the scenario to the candidate by saying:

**“We are going to discuss physical exercise.”**

*The candidate should engage in a conversation about physical exercise.*

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

Things to think about:

- Is exercise more important than diet?
- Is it better to go to a gym?
- Is sport the best exercise?
- Does everybody need to exercise?

Candidates should be prompted where appropriate to keep the conversation flowing for 2 minutes.

## **For Scenario 9**

Introduce the scenario to the candidate by saying:

**“We are going to discuss foreign travel.”**

*The candidate should engage in a conversation about travel.*

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

Things to think about:

- Is it important to learn about other cultures?
- Places you would like to visit and why.
- Customs, festivals and food.
- The challenges of travelling.

Candidates should be prompted where appropriate to keep the conversation flowing for 2 minutes.

## **For Scenario 10**

Introduce the scenario to the candidate by saying:

**“We are going to discuss education.”**

*The candidate should engage in a conversation about different types of education.*

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

Things to think about:

- Is self-study effective?
- Is online learning a good option?
- Private tutors versus learning in a class
- How you obtain the best quality of education?

Candidates should be prompted where appropriate to keep the conversation flowing for 2 minutes.

## Part Two – Assessment Materials

<b>Scenario 1</b>
<b>We are going to discuss friendships.</b>
<b>Scenario 2</b>
<b>We are going to discuss the different regions of your country.</b>
<b>Scenario 3</b>
<b>We are going to discuss the importance of nature in where we live.</b>
<b>Scenario 4</b>
<b>We are going to discuss professions.</b>
<b>Scenario 5</b>
<b>We are going to discuss housing.</b>

**Scenario 6**

**We are going to discuss the use of resources.**

**Scenario 7**

**We are going to discuss transport.**

**Scenario 8**

**We are going to discuss physical exercise.**

**Scenario 9**

**We are going to discuss foreign travel.**

**Scenario 10**

**We are going to discuss education.**

### **Part Three – Instructions for the Interlocutor**

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

Tell the candidate which of the ten prompt(s) they will be assessed on.

There is additional guidance for the interlocutor in **“Picture Prompt Guidance for the Interlocutor”** on the following page.

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

Conduct the dialogue with the candidate.

Use the image prompts and guidance to encourage the candidate to speak for approximately 2 minutes.

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 the candidate note sheets for parts 2 and 3. Make sure that the candidate has filled in the boxes for their name, the level and the date of the assessment.**

## **Part Three - Picture Prompt Guidance for the Interlocutor**

Part Three consists of a short discussion based on a prompt – photograph, diagram, chart, newspaper article, mind map – provided.

The candidate should be shown the prompt and allowed to use any notes they have prepared. These notes may be used during the discussion, but they may **not** be removed from the examination room.

The candidate should speak for no more than **2 minutes**.

The interlocutor may prompt the candidate if needed, with appropriate statements or questions based on the scenario.

### **Image One**

- What makes a good teacher?
- What makes a good class?
- Is studying by yourself important?
- Do people help each other learn?

### **Image Two**

- Do you like outdoor sports?
- Do you think it is important to challenge yourself?
- Are too many people doing dangerous sports?
- What do we get out of achieving difficult things?

### **Image Three**

- Is self-expression important?
- What do you feel strongly about?
- What is the best way to achieve change?
- Should we protest if we disagree with something?

### **Image Four**

- What can you see in the picture?
- What are the advantages and disadvantages of working in a team?
- What are the best ways of managing people?
- Does working in teams help problem solving or slow us down?

### **Image Five**

- What can you see in the picture?
- What do you think they are talking about?
- Trusting people who we know and who we work with
- How important are communication skills?

### **Image Six**

- Do you prefer live or recorded music?
- Do you watch concerts online?
- Is it important to support musicians and the arts?
- Do you enjoy the experience of live music?

### **Image Seven**

- What can you see in the picture?
- Is having a pet good for our welfare?
- Should we adopt pets from overseas?
- Should there be free access to vets?

### **Image Eight**

- What skills are important?
- Do you value practical or academic skills?
- Is it better to be a specialist or an all-rounder?
- Is technology important when learning new skills?

### **Image Nine**

- What are the advantages of living in the city?
- Is entertainment or a peaceful life more important to you?
- Are cities exciting or stressful?
- What are the advantages and disadvantages of being surrounded by a lot of people?

### **Image Ten**

- What can you see in the image?
- Do you enjoy outdoor activities?
- Is it important to try new things?
- What are your most memorable occasions with friends?

Image One



**Image Two**



**Image Three**



**Image Four**



**Image Five**



**Image Six**



**Image Seven**



**Image Eight**



Image Nine



**Image Ten**



*All images from Pixabay*