

INTERLOCUTOR INSTRUCTIONS

MATERIALS TO BE USED

Time: maximum 15 minutes

Assessor / Interlocutor

Tips for Interlocutors – CI

These are things that we have found help us when doing the speaking test. Feel free to experiment with anything that makes it easier for you.

Before each Test:

- Check the **Speaking Test Timetable** and use the correct examination material for **Task Three**. Check that the assessor is also about to use the correct material.
- Remove the correct topic sheet for **Task Three** as a marker for the interlocutor part of the task. This should make it easier to find the correct page during the exam.

During the Test:

- For **Task Three**, give the candidates the correct topic sheet. The pack contains a black and white copy that you can read the instructions from.
- The assessor (the one not speaking) can use quiet spells to fill in the bottom of the mark sheet with the appropriate information. This saves time at the end and prevents you from falling behind.

After each Test:

- Please ensure that the candidates leave their presentations and notes behind. They **must not** take them away.
- Tidy up and put all material in order.
- The assessor should already have the marks crossed and the information at the bottom filled in by the end of the exam. They should simply ask the interlocutor for his/her score and record it on the mark sheet.
- When the mark sheet is fully completed both examiners should sign it.

Level C1 – Operational Proficiency: Speaking Mark Scheme – Interlocutor’s copy

	Overall impression
5	Convincing ability to maintain accurate, fluent and natural conversation. Wide range of grammar, lexis and cohesive devices. Does not avoid complex language. Pronunciation is natural with appropriate intonation.
4	
3	Smooth use of language with only small difficulties or gaps. There are some errors, and even occasional slips in simple sentences. Pronunciation places little strain on the listener. Conversation is maintained in a natural and appropriate manner.
2	
1	Noticeable hesitation. Jumpiness. Insufficient grammar, lexis and cohesive devices to do the tasks. Errors in simple sentences. Avoidance of complex structures or lexis. Significant pronunciation difficulties.
0	Very hard to understand, clearly significantly below level criteria

INSTRUCTIONS FOR INTERLOCUTORS

Speaking: Timing

Welcome and intro conversation	2.5 - 3 minutes
Presentation A	2.5 minutes
Follow-on discussion	1 minute
Presentation B	2.5 minutes
Follow-on discussion	1 minute
Discussion	1 minute set-up 4 minutes task

Total: Not more than 15 minutes

Welcome

- **Good morning / afternoon / evening.**
- **My name is < name > and this is my colleague < name >.**
- **Have you got your test entry forms?**
< candidates hand over forms >.
- **Please also give me the tasks and your notes. I'll return these to you later.**
< candidates hand over forms >.

Task One: Interview

- **So you are** < *candidate A name* > **and you are**
< *candidate B name* >.

- **Do you know each other?**

>>> If yes >>>

- **Ask questions to find out and compare what things you have in common and what is different in your lives.**

>>> If no >>>

- **Please ask questions to find out more about the other person.**

>>> If conversation needs encouragement >>>

- **Please discuss with each other what have been the most enjoyable and the most difficult things about learning English.**

Task Two: Presentation (2 x 2.5 minutes)

- **In this part of the test, you are both going to give the presentation you prepared earlier.**

The interlocutor gives Candidate A the topic list with the notes that he/she prepared before the exam.

- (Return topic list to <Candidate A>) **Which statement have you decided to talk about?**
- **Good.** <Candidate B> **I 'd like you to listen, and take notes. You may ask questions and make comments after the presentation.**
- <Candidate A>, **you may use your notes but please do not read aloud from them. You may start when you are ready and I will stop you after about two minutes. All right?**
- **You have 30 seconds to look through the information and your notes.**

<30 seconds> The candidate looks through his/her notes.

< Presentation: 2 minutes > The candidate gives his/her presentation using the notes.

- **Thank-you** <Candidate A>. <Candidate B>, **you may make any comment, or ask any questions now.**

During the discussion as far as possible, allow the candidates to discuss together. If necessary use appropriate phrases to move the discussion forward:

- Do you agree?
- Which points do you agree / disagree with?
- Would you add any points to the argument?
- In your experience are the same things true / correct?
- etc.

<1 minute>

The interlocutor gives Candidate B the topic list with notes that he/she prepared before the exam.

- **Thank you. Now < Candidate B > it's your turn. Which statement have you decided to talk about?**
- **Good. < Candidate A> I'd like you to listen, and take notes. You may ask questions and make comments after the presentation.**
- **<Candidate B>, you may use your notes but please do not read aloud from them. You may start when you are ready and I will stop you after about two minutes. All right?**
- **You have 30 seconds to look through the information and your notes.**

<30 seconds> The candidate looks through his/her notes.

< Presentation: 2 minutes > The candidate gives his/her presentation using the notes.

- **Thank you <Candidate B>. <Candidate A>, you may make any comment or ask any questions now.**

<1 minute>

- **Thank you.**

Presentation: I

(10 minutes to prepare a 2 minute talk)

Choose **ONE** of the following statements and prepare a 2 minute presentation on the topic.

- Ia** Computers are taking over our lives.
Ib Manners belong to a bygone age, they are no longer relevant.

- You can agree or disagree with the statement - but keep to the topic.
- You may use a dictionary.
- You must not speak to the other candidates.
- You may make notes but do not read aloud from these notes in the test.
- Take this sheet of paper and your notes into the examination.
- In the test, give your notes to the examiner when asked.

You now have 10 minutes to prepare your presentation, organise your thoughts and make notes.

Somebody will take you to the test room when it is your turn.

Presentation: 2

(10 minutes to prepare a 2 minute talk)

Choose **ONE** of the following statements and prepare a 2 minute presentation on the topic.

2a People reveal a lot about themselves by the way they drive.

2b Space exploration is not worth the risk and the costs.

- You can agree or disagree with the statement - but keep to the topic.
- You may use a dictionary.
- You must not speak to the other candidates.
- You may make notes but do not read aloud from these notes in the test.
- Take this sheet of paper and your notes into the examination.
- In the test, give your notes to the examiner when asked.

You now have 10 minutes to prepare your presentation, organise your thoughts and make notes.

Somebody will take you to the test room when it is your turn.

Task Three: Discussion (*usually 3 minutes; max 4 minutes*)

*** Use the correct Topic Sheet according to the **Speaking Test Timetable** for each pair/group of candidates.

- **For the final part of the test you are going to talk with each other about a task I will show you.**
- **I'm just going to listen. Remember, we are interested in your skills at listening, responding and negotiation as well as your ability to speak.**

The interlocutor picks up the Topic Sheet and places it in front of the candidates.

- **Please look at the topic sheet.**

< read instructions from sheet >

- **When you are ready please start.**

Candidates discuss together.

< 3 minutes >

- **Thank you. That is the end of the test.**
- **Good bye. Have a nice weekend / day / evening.**

Task 3 – A

Set I

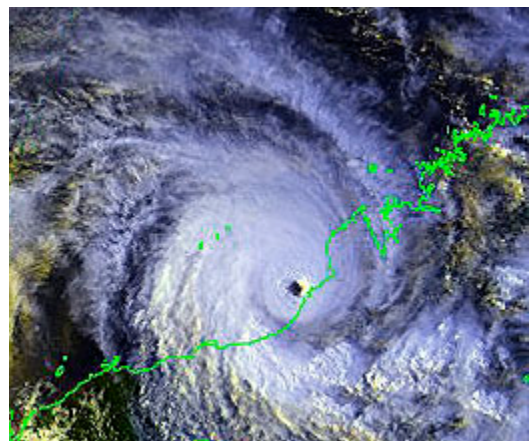
Man and Nature

You have been asked to select photographs for the cover of a book called “Man and Nature”. Look at these pictures.

First, look at each picture one by one and talk about what aspects of the relationship between man and nature it illustrates and how representative you think it is.

Then, think of other images you could include instead.

Finally, try to decide which images would be the most appropriate and why.



Task3 – B

Set I

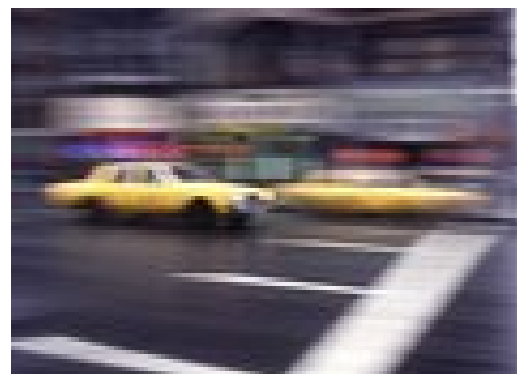
People on the Move

You have been asked to select photographs for the cover of a book of poetry called “People on the move – travel and transport today”. Look at these pictures.

First, look at each picture one by one and talk about what aspects of transportation and movement it illustrates and how representative you think it is.

Then, think of other images you could use instead.

Finally, try to decide which images would be the most appropriate and why.



Level C1 – Operational Proficiency: Speaking Mark Scheme – Assessor's Copy

	Range & Accuracy	Fluency and Coherence	Pronunciation	Communication Strategies
5	Wide range of grammar, lexis and cohesive devices used to complete the tasks, with no real need to use circumlocution. Very few errors, mainly slips even when using complex language.	Maintains a seamless flow of language with occasional hesitation only to formulate ideas, not language. Links ideas naturally into clear coherent discourse with no jumpiness even in extended contributions.	Although there may still be an evident foreign accent, pronunciation is natural and places no strain on the listener. The candidate naturally incorporates features of connected speech and English intonation patterns.	Initiates, maintains and ends turns very naturally. Uses repair strategies (clarification, circumlocution) where necessary. Uses appropriate register, demonstrating a sophisticated awareness of different levels of formality.
4				
3	Sufficient range of grammar, lexis and cohesive devices to complete the tasks although circumlocution may occasionally be necessary. Occasional slips in simple sentences. Comfortable with more complex structures and lexis although errors still occur.	Maintains a smooth flow of language with hesitation mainly to formulate ideas, only occasionally language. Links ideas into clear coherent discourse with little or no jumpiness even in extended contributions.	Although there may still be an evident foreign accent, pronunciation places little strain on the listener. The candidate often utilises features of connected speech and English intonation patterns.	Initiates, maintains and ends turns comfortably. Uses repair strategies (clarification, circumlocution) where necessary. Uses appropriate register, demonstrating an ability to use different levels of formality in different situations.
2				
1	Range of grammar, lexis and cohesive devices insufficient to adequately complete the tasks. Errors in simple sentences. Few attempts at complex structures or lexis with errors where attempted.	Noticeable hesitation while formulating language. Can link ideas into clear, coherent discourse although with noticeable jumpiness especially in extended contributions.	Although pronunciation may be intelligible, mispronunciations and lack of features of connected speech put some strain on the listener.	Initiates, maintains and ends turns although not always smoothly. Evidence of ability to use repair strategies (clarification, circumlocution) although not always applied. Attempts to use appropriate register not always successful.
0	Insufficient language for assessment or significantly below level criteria			