

# INTERLOCUTOR INSTRUCTIONS

## MATERIALS TO BE USED

Time: maximum 17 minutes

- Check the **Speaking Test Timetable** and select the correct examination material for **Task One, Task Three and Task Four**.
- Mark the set and the card used on the mark sheet!

## Assessor / Interlocutor

### Before each Test:

- Check the **Speaking Test Timetable** and use the correct examination material for **Task One, Task Three** and **Task Four**. Check that the assessor is also about to use the correct material.
- Remove the correct set of cards for **Task Three** to use as a marker.
- Remove the correct card for **Task Four** and use it as a bookmark for the final page of the interlocutor instructions. This should make it easier to find the correct page during the exam.

### During the Test:

- Keep a close eye on the **timing** of each task. Don't be afraid to interrupt students when they have used up all their time. It is helpful for the interlocutor to have a clock or a watch **with a second hand** in their line of vision throughout the exam.
- The assessor 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 picture stories/presentations and any 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 their score and record it on the mark sheet.
- When the mark sheet is fully completed both examiners should sign it.

## Level Euro B2: Speaking Mark Scheme – Interlocutor’s copy

	<b>Overall impression</b>
<b>5</b>	Good ability to maintain accurate, fluent and natural conversation. Suitable range of grammar, lexis and cohesive devices to complete tasks. Some ability with complex language. Pronunciation is natural with appropriate intonation, though occasionally problematic.
<b>4</b>	
<b>3</b>	Smooth use of language. Occasional small difficulties or gaps that do not severely impede understanding. A number of errors, including slips in simple sentences. Pronunciation may place some small strain on the listener. Conversation is maintained in a generally natural and appropriate manner.
<b>2</b>	
<b>1</b>	Noticeable hesitation. Jumpiness. Insufficient grammar, lexis and cohesive devices to do the tasks. Frequent errors in simple sentences. Avoidance of complex structures or lexis. Significant pronunciation difficulties.
<b>0</b>	Very hard to understand. Clearly significantly below level criteria.

<b>Speaking: Timing</b>	
Welcome:	0.5
Interview:	2
Picture Story candidate (A)	2.5
Picture Story candidate (B):	2.5
Transactional Dialogues (3 per candidate)	5
Discussion:	4
<b>Total time:</b>	<b>up to 17 minutes</b>

### **Speaking: Interlocutor's scripts**

Welcome (maximum 30 seconds)

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

## Task 1: Interview (max 2 minutes)

- Address questions to one candidate but engage both candidates in conversation on each topic.
- Use the interventions below to bring in the other candidate.
- Use the interventions regularly in order to elicit an opinion or explanation from a student following a factual answer to a factual question.

### 1(a) Warm Up

- **First, we'd like to find out some information about you.**
- **What do you do?**
- **Where do you live?**
- **What languages do you speak?**
- **How long have you been learning English?**
- **Why is learning English important to you?**

#### Possible Interventions:

##### Inviting participation

- **What about you?**
- **What do you think?**
- **Do you agree?**
- **What's your opinion?**

##### Inviting expansion

- **Why?**
- **In what way?**
- **Tell me more.**
- **Describe him / her / it.**

##### Changing topic

- **Now I'd like to ask about a different subject.**
- **OK. Thank you.**
- **Let's change subjects.**
- **The next topic is...**

Conversation continues on one of the following topics. >>> **Next Page**

**1(b) Interview questions**

**A1 How do you go to school / work?**

**B1 How good is public transport where you live?**

**Thank you.**

## Task 2: Picture story (2 x 2.5 minutes)

- **In this part of the test, you are going to tell the stories you prepared earlier.**
- **< Candidate A > here are the pictures and your notes.**

Take the notes and pictures into your hand. Do not give them to the candidate yet!

- **Now, I'd like you to tell your story. You may look at your notes but please do not read aloud from what you have written. Tell the story to < Candidate B >, < Assessor > and me. Remember you only have two minutes so don't worry if I interrupt you. All right?**
- **You have 30 seconds to look through the pictures and your notes. Please start when you are ready.**

Give < Candidate A > the pictures and notes.

<30 seconds>

- **(If necessary) Please start now.**

< 2 minutes>

- **Thank you. Now < Candidate B > here are your pictures and the notes you made.**

Take the notes and pictures into your hand. Do not give them to the candidate yet.

- **Now, I'd like you to tell your story. You may look at your notes but please do not read aloud from what you have written. Tell the story to < Candidate A >, < Assessor > and me. Remember you only have two minutes so don't worry if I interrupt you. All right?**
- **You have 30 seconds to look through the pictures and your notes. Please start when you are ready.**

Give < Candidate B > the pictures and notes.

< 30 seconds >

- **(If necessary) Please start now.**

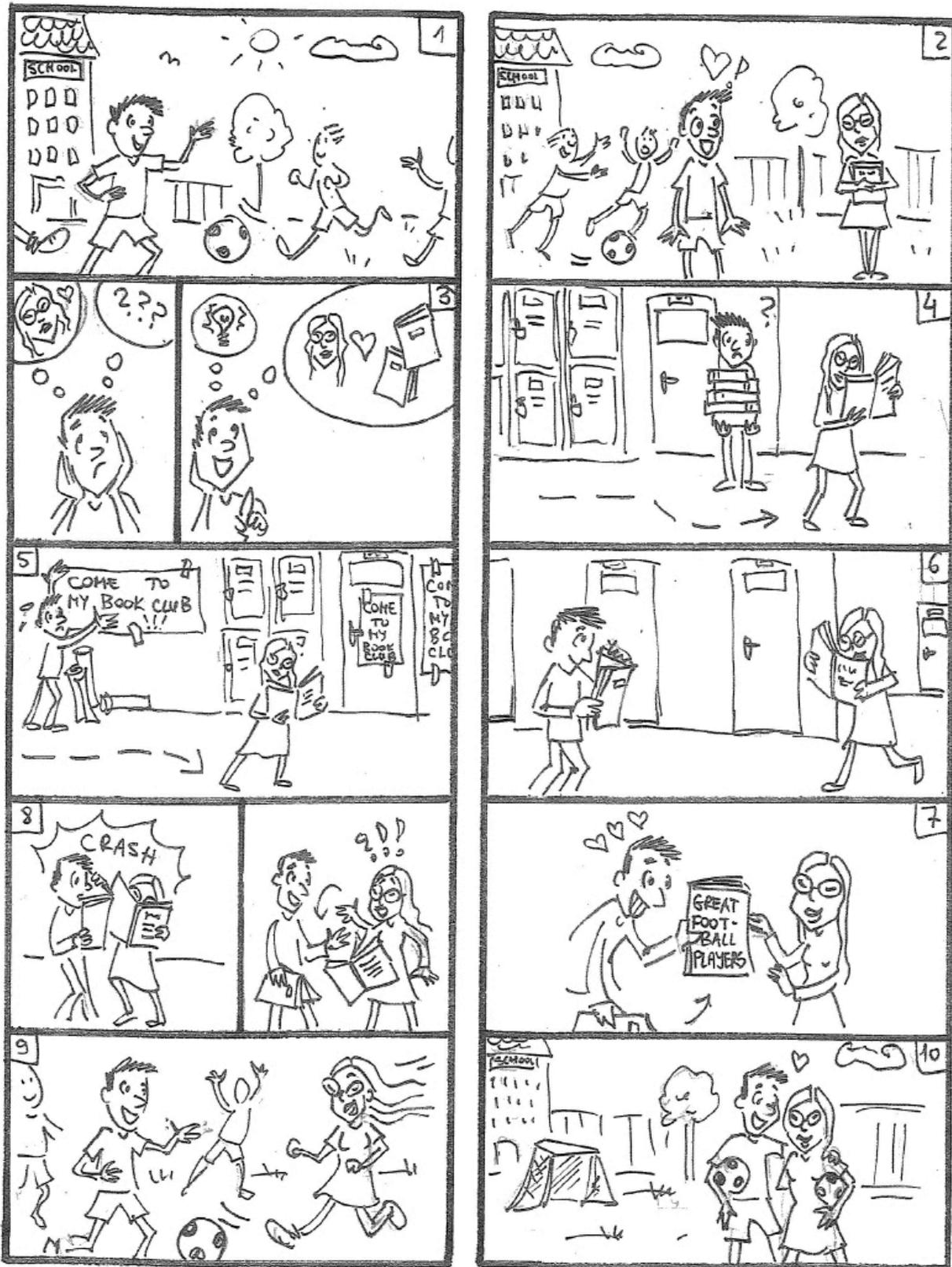
< 2 minutes >

- **Thank you.**

The story starts like this: On a cold winter day Paul felt miserable...



The story starts like this: One day Rob was playing football at school when he saw an intelligent-looking girl...



### Task 3: Transactional Dialogues (5 minutes)

For this task see

#### **MATERIALS TO BE USED IN TASK 3**

- **In this part of the test you must say something that is appropriate to say in a situation. Read each card and follow the instructions.**

Take the correct set of cards according to the **Speaking Test Timetable** and the accompanying script for each session (pair of candidates).

Note – as far as possible use only the given interlocutor sentences in your replies. However do ensure that you give a natural and appropriate reply – so amend or alter where necessary.

You may frequently need to add a response to greeting (“e.g. good morning, hello, hi, etc), or a one word acknowledgement of a question (e.g. sure, yes, ok etc.) to respond to a pre-question before the assigned communicative task is raised.

# Set G

B2 – Set 1

- < Candidate A > Read this card. When you are ready please start a conversation with me. I am your neighbour.

## Card 1.

- (if necessary) Please start now.
- *Candidate*
- **I'd love to, but I'm in a hurry right now. When else would be a good time?**
- *Candidate*
- **Thank you.**

- < Candidate B > Read this card. When you are ready please start a conversation with me. I am your friend.

## Card 2.

- (if necessary) Please start now.
- *Candidate*
- **Thank you so much. What do you think I should do now?**
- *Candidate*
- **Thank you.**

- < Candidate A > Here is your next card. Please read it and speak when you are ready. I am the clerk at the bus company.

## Card 3.

- (if necessary) Please start now.
- *Candidate*
- **I'll have a look. Can you give me a (more) detailed description?**
- *Candidate*
- **Thank you.**

- < Candidate B > Here is your next card. Please read it and speak when you are ready. I am the shopkeeper.

## Card 4.

- (if necessary) Please start now.
- *Candidate*
- **Sorry, the drinks-machine doesn't belong to the shop, so what can I do about it?**
- *Candidate*
- **Thank you.**

You have just moved into a new flat. Introduce yourself to your next door neighbour and invite him / her in for a drink.

Your friend has lost his / her job. Express your sympathy.

You have left your bag on a bus. You visit the bus company to try to get it back.

You have put a coin in a drinks-machine that is outside a shop but received nothing. Complain to the shopkeeper.

## Set G

- < Candidate A > Here is your last card. Please read it and speak when you are ready. I am the accommodation officer.

### Card 5.

- (if necessary) Please start now.
- *Candidate*
- **I'm very sorry to hear that. Perhaps we can find something else. How would you feel about sharing a room?**
- *Candidate*
- **Thank you.**

- < Candidate B > Here is your last card. Please read it and speak when you are ready. I am the garage mechanic.

### Card 6.

- (if necessary) Please start now.
- *Candidate*
- **Sorry, I can't deal with it now. How important is it really?**
- *Candidate*
- **Thank you.**

You are on a language course in England. You are not happy with your accommodation. The only good thing is that it's a single room. Complain and explain what's wrong to the accommodation officer.

You want to go on holiday by car the next day, but there is something wrong with it. Take it to the garage and try to persuade the mechanic to fix it now.

## Task 4: Discussion (4 minutes)

For this task, see

### **MATERIALS TO BE USED IN TASK 4**

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

- **For the final part of the test, you are going to talk to each other about a topic I will give you. I'm just going to listen.**

< Pick up the Topic Card but **do not give** it to the candidates yet. >

< Read the topic and any instructions out loud to them >

- **First make a spoken list of four or five things.**
- **Then, when you have done that, discuss which one is the best/most important. Remember to give reasons for what you say.**
- **You have 3 minutes altogether to try and agree. All right?**

< Place the topic card in front of the candidates. >

If candidates do not speak, repeat the above instruction, followed by **“Please start now”**. If they speak in a language other than English, use the prompt **“I'd like you to speak in English, please.”** If you can't hear them, use the prompt **“Please speak up.”**

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

B2- Set 1 – M

What are some important things to look for when choosing a language school?

**e.g. qualified teachers**

1 .....

2 .....

3 .....

4 .....

## Level B2 – Vantage: Speaking Mark Scheme – Assessor’s copy

	Range and Accuracy	Fluency and Coherence	Pronunciation	Communication Strategies
<b>5</b>	Wide range of grammar, lexis and cohesive devices used to complete the tasks, circumlocution only occasionally necessary. Comfortable with more complex structures and lexis although errors still occur.	Maintains a smooth flow of language with hesitation mainly to formulate ideas, not 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 is natural and places little strain on the listener. The candidate often utilises features of connected speech and English intonation patterns.	Initiates maintains and ends turns. Uses repair strategies (clarification, circumlocution) where necessary. Uses appropriate register and intonation.
<b>4</b>				
<b>3</b>	Sufficient range of grammar, lexis and cohesive devices to adequately complete the tasks although circumlocution may be necessary. Few errors in simple sentences. Errors when attempting more complex structures and lexis do not generally hinder communication.	Some hesitation while formulating language, but can effectively maintain flow of speech. Can link ideas into clear, coherent discourse although with noticeable jumpiness especially in extended contributions.	Pronunciation is clearly intelligible in spite of evident foreign accent and occasional mispronunciations putting some strain on the listener.	Initiates maintains and ends turns satisfactorily although not always smoothly. Evidence of ability to use repair strategies (clarification, circumlocution) although not always applied. Uses appropriate register.
<b>2</b>				
<b>1</b>	Range of grammar, lexis and cohesive devices insufficient to adequately complete the tasks. Repeated errors even in simple sentences.	Frequent hesitation and inability to link ideas coherently causes great strain on the listener.	Mispronunciations and inability to produce certain sounds frequently impedes communication of the message.	Generally, fails to initiate maintain and end turns satisfactorily. Does not use repair strategies (clarification, circumlocution). Uses inappropriate register.
<b>0</b>	<b>Insufficient language for assessment</b>			