

## Delivery

The optional interview can be done face-to-face or via video-conferencing. The interviews do not need to be recorded or moderated. They should not last more than five minutes per student.

## Aims

These interviews:

- allow the institution to collect additional information about their students' English
- prompt different element(s) of speaking competence than the online speaking component
- provide an interactive task allowing for the assessment of communicative skills

## Guidelines for carrying out the optional interview

### Before the interview:

1. Make sure you are familiar with the assessment criteria.
2. Make sure you have a quiet, relaxed environment for the interviews and the student is seated comfortably.
3. Have the assessment criteria nearby so you can refer to them immediately after the test. You do not need to take notes during the interview.
4. Follow the suggested teacher script for the relevant level to ensure that all tests are similar in format and timing, and use language at the appropriate level for the student.
5. Use the level established by the Online Placement Test as a starting point for the student's level for speaking.
6. Use the sample task supplied for the level, or you can create alternative tasks using topics that will be interesting and accessible to your students, using the blank frame supplied at the end of this document.
7. Immediately before you start, look again at the assessment criteria and remind yourself of the descriptors for the level of the test you are going to use.

## During the interview:

1. Once you have asked the initial question and the student has started talking, use the prompts provided as necessary and adapt them. Be sure to use language at the appropriate level to react to what the student says and attempt to create as natural a conversation as possible.
2. At lower levels you will probably need to use more of the prompt questions and also prompt the student to ask you some questions. This is so that you can assess the student's ability to initiate as well as respond.
3. You may need to give support, especially at lower levels. This could be by repeating a question, pointing to the prompt card, re-phrasing the question in easier language or even using eye contact or nodding encouragingly. You can also use gestures, especially when you want the student to ask you some questions.
4. At higher levels, the student should be able to take a more equal part in the conversation, and you should encourage that. They should be able to use interactive language such as 'what about you?' You should pick up on what they have said and encourage a natural conversation rather than just asking the prompt questions from the task.
5. The follow-up questions are designed to elicit longer responses with more detail and development. You may only have time for one question in this part.
6. If a student can't answer a question, repeat the question at a slightly slower speed and wait for a maximum of 5 seconds for a response. Then move on to another question.

## After the interview

Use the **Assessment Criteria** to make a decision about the CEFR level you think is the best fit for the student. Start with the descriptors for the level of the test you have used to see if you agree that the student is at that level. Then, look at the descriptors for the criteria for the levels above and below, to check that you are satisfied with your final decision about the student's level of spoken English.

## Sample task: A1 level

**Teacher:** *Hello. I'm ..... What's your name? Thank you.*

*Look at this.* (Hand A1 Student Card to student)

*You have 15 seconds to look at the card and think about what you are going to say.*

Allow 15 seconds

**Teacher:** *Now we're going to talk together for about 5 minutes.*

*What do you like doing with your friends? ..... Why? / Why not?*

*Do you like shopping with your friends? ..... Why? / Why not?*

Allow the conversation to develop and continue for approximately 3 minutes.

Encourage the student by using these prompts, as necessary:

*Do you like going to the cinema/movies with your friends? Why / Why not?*

*Do you like playing sports with your friends? Which sports do you play?*

*Do you like eating in restaurants with your friends? Which restaurants do you like?*

*Ask me about what I do with my friends.*

*Ask me about shopping/going to the cinema (movies)/sports/eating in a restaurant with my friends.*

After 3 minutes end the conversation.

**Teacher:** *Thank you.*

Use one or more of these questions, as time allows, to extend the discussion.

*When do you see your friends? ..... (Do you see your friends at the weekend?)*

*Where do you see your friends? ..... (Do you see your friends at your house?)*

End the test after 5 minutes.

**Teacher:** *Thank you. That is the end of the test.*

### A1 STUDENT CARD

Talk to the teacher about things you do with your friends. What do you like doing?

What don't you like doing? For example:

- shopping
- going to the cinema/movies
- playing sports
- eating in a restaurant

Ask the teacher what he/she likes doing with friends.

## Sample task: A2 level

**Teacher:** *Hello. I'm ..... What's your name? Thank you.*

*Look at this.* (Hand A2 Student Card to student)

*You have 15 seconds to look at the card and think about what you are going to say.*

Allow 15 seconds

**Teacher:** *Now we're going to talk together for about 5 minutes.*

*What do you like doing in your free time? ..... Why? .....*

*What don't you like doing in your free time? ..... Why not? .....*

Allow the conversation to develop and continue for approximately 3 minutes.

Encourage the student by using these prompts, as necessary:

*Do you like watching a film/movie at home? Why? / Why not? What films/movies do you like watching?*

*Do you like playing games with your family? Why? / Why not? What games do you play?*

*Do you like going to a concert with friends? Why? / Why not? What kind of concert do you like best?*

*Do you like playing sports outside? Why? / Why not? Which sports do you play?*

*Ask me about what I like doing in my free time.*

*Ask me some questions about my free time activities.*

After 3 minutes end the conversation.

**Teacher:** *Thank you.*

Use one or more of these questions, as time allows, to extend the discussion.

*Do you think going to museums in your free time is fun? Why / Why not?*

*Do you prefer doing free time activities on your own or with other people? Why?*

*What do you like doing best in your free time? Why?*

End the test after 5 minutes.

**Teacher:** *Thank you. That is the end of the test.*

### A2 STUDENT CARD

Talk to the teacher about free time activities. What do you like doing in your free time? Why? What don't you like doing? Why not? For example:

- Watching a film at home
- Playing games with your family
- Going to a concert with friends
- Playing sports outside

Ask the teacher about what free time activities he/she likes.

## Sample task: B1 level

**Teacher:** *Hello. I'm ..... What's your name? Thank you.*

*Look at this.* (Hand B1 Student Card to student)

*You have 15 seconds to look at the card and think about what you are going to say.*

Allow 15 seconds

**Teacher:** *Now we're going to talk together for about 5 minutes.*

*Do you like sports? ..... Why / Why not?*

*Which sports do you like playing? ..... Why?*

Allow the conversation to develop and continue for approximately 3 minutes.

Encourage the student by using these prompts, as necessary:

*Tell me about sports you like to play on your own. Do you ever go to the gym? Do you like walking/running in the countryside?*

*Tell me about sports you like playing with other people. Why is it fun to play in a team?*

*Do you like watching sports on television? Why / Why not? What other things do you watch on television?*

*Ask me about sports I like to play.*

*Ask me about sports I like to watch on television.*

After 3 minutes end the conversation.

**Teacher:** *Thank you.*

Use one or more of these questions, as time allows, to extend the discussion.

*Do you think there are too many sports shows on television? Why (not)?*

*Which sports would you like to try in the future?*

*Why is it important for people to play sport?*

End the test after 5 minutes.

**Teacher:** *Thank you. That is the end of the test.*

### **B1 STUDENT CARD**

Your English class is doing a project about sports. Talk to the teacher about sports you like and sports you don't like and say why. Use these ideas to help you if you like:

- Sports you like/don't like to do on your own or with other people
- Sports you like/don't like to watch on television

Ask the teacher about the sports he/she likes and doesn't like.

## Sample task: B2 level

**Teacher:** *Hello. I'm ..... What's your name? Thank you.*

*Look at this.* (Hand B2 Student Card to student)

*You have 15 seconds to look at the card and think about what you are going to say.*

Allow 15 seconds

**Teacher:** *Now we're going to talk together for about 5 minutes.*

*What different ways are there to look after our local environment? .....*

*Is it easy to use public transport in this area? ..... Why?*

*Could people manage without a car? Why / Why not?*

Allow the conversation to develop and continue for approximately 3 minutes.

Encourage the student by using these prompts, as necessary:

*Tell me about how easy/difficult it is to use fewer resources at home/work/school. Why? What alternatives are there?*

*Tell me about how easy/difficult it is to recycle waste in your area. Why? What kind of things do people recycle?*

*Ask me about what I do to look after the environment.*

*Ask me a question about using public transport/using less paper/recycling.*

After 3 minutes end the conversation.

**Teacher:** *Thank you.*

Use one or more of these questions, as time allows, to extend the discussion.

*Do you think people worry too much about the environment? Why / Why not?*

*Do you think watching documentaries is a good way to learn about caring for the environment? Why / Why not?*

*Who do you think should take most responsibility when it comes to climate change, governments or individuals? Why?*

End the test after 5 minutes.

**Teacher:** *Thank you. That is the end of the test.*

### B2 STUDENT CARD

Your English class has had a discussion about looking after the environment. Talk to the teacher about different ways you can look after your local environment and how easy/difficult this is. Use these ideas to help you if you like:

- Using cars/local public transport
- Using fewer resources (such as food, electricity, paper etc.) at work/school/home
- Protecting nature

Discuss the topic with the teacher and find out what he/she does to look after the environment.

## Sample task: C1 level

**Teacher:** *Hello. I'm ..... What's your name? Thank you.*

*Look at this.* (Hand C1 Student Card to student)

*You have 15 seconds to look at the card and think about what you are going to say.*

Allow 15 seconds

**Teacher:** *Now we're going to talk together for about 5 minutes.*

*What do you think would be a good way to prepare for studying or working in another country? ..... Why?*

*How useful would it be to learn the language spoken there?*

*How difficult might it be to do this before you go? .....*

Allow the conversation to develop and continue for approximately 3 minutes.

Encourage the student by using these prompts, as necessary:

*Do you think it would be a good idea to visit the country for a holiday before you went to live there?*

*How different is it to live somewhere rather than be on holiday there?*

*What kinds of information can you find out about the culture of a country online? Why is it important to know about a country's culture?*

*Ask me some questions about preparing for work in another country.*

After 3 minutes end the conversation.

**Teacher:** *Thank you.*

Use one or more of these questions, as time allows, to extend the discussion.

*Do you think there are fewer cultural differences between countries now than there were in the past? Why / Why not?*

*How easy do you think it would be to integrate into society when living in a different country? Why?*

*How important is it to preserve a country's customs and traditions? Why?*

End the test after 5 minutes.

**Teacher:** *Thank you. That is the end of the test.*

### C1 STUDENT CARD

You are thinking about going to study or work in a different country. Talk to the teacher about ways you can prepare for this and how useful they might be. Use these ideas to help you, if you like, or ideas of your own.

- Learning the language spoken there
- Visiting for a holiday
- Looking at online material about the culture

Discuss the topic with the teacher and find out how he/she would prepare for working abroad.

### Sample framework for teachers to create their own tasks (all levels)

Teacher: *Hello. I'm ..... What's your name? Thank you.*

*Look at this.* (Hand Student Card to student)

*You have 15 seconds to look at the card and think about what you are going to say.*

Allow 15 seconds

Teacher: *Now we're going to talk together for about 5 minutes.*

[Insert questions/follow-up questions on the topic. Remember to make sure these are at the correct level for the test.]

Allow the conversation to develop and continue for approximately 3 minutes.

Encourage the student by using these prompts, as necessary:

[Insert further questions/follow-up questions/tell me about... /ask me about... prompts on the topic, focussing on the points in the bullets and other related questions as appropriate. Remember to keep the language of the questions at the correct level for the test]

After 3 minutes end the conversation.

Teacher: *Thank you.*

Use one or more of these questions, as time allows, to extend the discussion.

[Insert 2 or 3 more general follow-on questions to elicit further language and extend the student's response. Consider the assessment criteria for the level when developing these questions.]

End the test after 5 minutes.

Teacher: *Thank you. That is the end of the test.*

#### STUDENT CARD

Talk to the teacher about \_\_\_\_\_. [Insert an everyday topic appropriate to the level, followed by one or two questions and related bullet points.]

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Ask the teacher about \_\_\_\_\_ (for lower levels).

Discuss the topic with the teacher and find out about \_\_\_\_\_ (for higher levels).