



Learning Resource Network

LRN Entry Level Certificate in ESOL International (Entry 3) (CAB)(CEF B1)

Sample Paper 1

(16 minutes)

Notes to interlocutor

The following assessment is a **strict rubric** that cannot be changed. Sentences or vocabulary items **must not** be reformulated while attempting to communicate activities and concepts to candidates. Structures and vocabulary used have been carefully written **at the pitch of ¹Entry 3** and correlated to The Common European Framework (CEFR) at B1.

Interlocutors are advised to accompany commands and assist understanding of responses by using a variety of non-verbal communication prompts such as pointing to images, nodding, smiling, pausing / allowing enough time for candidates to produce sufficient responses.

Those candidates who are above the level of B1 will respond beyond the guidelines written in the mark sheet and assessment criteria. Candidates who are below the level of B1 will be supported by extra prompts in the rubric.

Interlocutors must stay within the rubric and facilitate candidates who may be performing below the level expected through using the support prompts in the rubric. For those candidates above or at the required level, support prompts must only be used when required.

Candidates who are below the level of B1 may request clarification from the interlocutor in order to understand the activities required of them. Candidate ability must be assessed in line with the mark scheme and assessment criteria.

¹ Entry 3 = CEFR Level B1

Paper format

Section	Task & Functions	Time
Section 1	<p>The main purpose of this section is to assess ability to listen and show understanding through responding to requests for personal information and to give appropriate answers to open and closed questions.</p> <p>Language functions include:</p> <ul style="list-style-type: none"> • Recognising, using and discriminating between open and closed, direct and indirect questions. • Describing a variety of subjects within his/her field of interest • Giving detailed accounts of experiences • Describing feelings and reactions <p>Topics include:</p> <ul style="list-style-type: none"> • Work • Everyday routines • Hobbies and pastimes • Home & neighbourhood • Travel and transport • Media • Family & family life • The weather • News, lifestyle and current affairs • Education <p>Candidates are expected to be able to understand clearly articulated speech delivered in a generally familiar accent and respond to questions related to familiar, everyday topics while demonstrating a range of control of vocabulary and grammatical structures expected at B1.</p>	2 mins
Section 2	<p>The main purpose of this section is to assess the candidate's ability to express and support opinions and views, where necessary with the assistance of the interlocutor's prompts. Candidates are expected to partake in an exchange with the interlocutor.</p> <p>Language functions include:</p> <ul style="list-style-type: none"> • Paraphrasing • Identifying unfamiliar words from the context and infer meaning of sentences provided the topic is familiar. • Being able to generally follow the main points of extended discussion, provided speech is clearly articulated in standard dialect. • Conveying meaning comprehensibly, including opinion personal feelings and views. • Offering straightforward descriptions and comparisons on a variety of familiar subjects in relation to the task set. • Giving and obtaining information in relation to the task set. • Narrating a straightforward story, description or occurrence (real or imagined) as a linear sequence of points with reasonable fluency. • Giving a detailed account of experiences, description of feelings and reactions with reasonable fluency. • Summarising and offering opinion on familiar matters within the candidate's personal sphere and experience. • Describing dreams, hopes and ambitions. 	4 mins

	<ul style="list-style-type: none"> • Using clarification techniques appropriate to the level. • Using grammar expected at level B1 (in relation to the task set) – present simple, present continuous, past tenses – past simple, used to (if appropriate), present perfect, present perfect continuous, will/going to, zero/first conditional, extended phrasal verbs, simple reported speech, informal discourse markers, gerunds and infinitives, modal verbs, comparatives and superlatives, wh- questions in the present and past. <p>Topics are such as:</p> <ul style="list-style-type: none"> • Detailing the plot of a film or book • Talking about dreams, hopes and ambitions • Offering a detailed account of a personal experience, i.e. a holiday, a place recently visited, first day at school / college / work, a time when he / she was ill • Describing a familiar place • Talking about likes and dislikes and providing explanations, i.e. a favourite/non-favourite sport, hobbies and pastimes <p>Candidates are expected to be able to offer full answers and clarify when necessary.</p>	
Section 3	<p>The main purpose of this section is to assess the candidate's ability to complete a goal oriented functional transaction. Tasks set pertain to a requirement, specification or information that needs to be understood in order to complete the task. The outcome of the task does not affect how language is assessed as assessment is based on the level of understanding demonstrated and the linguistic processes that take place in order to complete the task.</p> <p>In relation to the task the candidate is expected to evidence the ability to demonstrate:</p> <ul style="list-style-type: none"> • Coping flexibly with situations and problems in everyday life, even those that are less routine. • Identifying unfamiliar words from the context and infer meaning of sentences provided the topic is familiar. • Using clarification and checking techniques appropriate to the level and exchange information. • Conveying meaning effectively. • Making feelings, personal views and reactions understood when offering solutions to problems or practical questions. • Understanding direct and indirect questions, receiving and giving detailed instructions though he or she may need to ask for repetition if the other person's response is rapid or extended. • Responding to a range of language functions and recognise the main characteristics of politeness. • Making requests • Giving and receiving advice and offering suggestions • Expressing obligation • Using grammar expected at level B1 (in relation to the task set) – present simple, present continuous, past tenses – past simple, used to (if appropriate), present perfect, present perfect continuous, will/going to, zero/first conditional, extended phrasal verbs, simple reported speech, informal discourse markers, gerunds and infinitives, modal verbs, comparatives and superlatives, wh- questions in the present and past. 	3 mins

	<p>Familiar tasks set / situations given are such as:</p> <ul style="list-style-type: none"> • Making travel arrangements • Apologising/dealing with apologies • Complaining/reporting a problem • Asking for and obtaining detailed directions • Planning a party/event • Dealing with housing arrangements • Dealing with authorities during a foreign visit • Returning an unsatisfactory purchase • Booking a holiday • Making a telephone call • Buying a present/gift • Shopping, restaurants/cafes • Travel & transport • Holidays • Work & jobs • Leisure activities • Give a basic description of experiences • Hobbies & pastimes • Obtaining and using goods or services 	
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More information regarding language functions and topics covered can be found in the LRN International ESOL Speaking & Listening mark scheme and specification document.

Section 1 – Introduction and warm up

( 2 min)

Interlocutor:

Good *[morning/afternoon]*. My name is *[interlocutor name]*. Today we will talk for about 8 minutes.

- What's your name?
- And where do you live?
- Can I check your ID?

[Check and confirm the candidate's ID.]

Thank you.

In section 1, we will have a short conversation about a familiar topic. Make sure, **you ask me** at least one question as well.

[Choose one topic from column A and then select two (or more) questions from column B.]

- I'd like to talk with you about *[name chosen topic]*.

[Ask 2-4 questions from column B.]

Section A	Section B	Support prompts (use where necessary)
Your family & friends	<ol style="list-style-type: none"> 1. Tell me about your family. 2. Tell me about your relatives. 3. Tell me about your friends or a friend that you are close to. 4. Can you tell me about what you usually do with your friends? 	<ol style="list-style-type: none"> 1. Do you come from a big or small family? 2. Do you have many relatives? Can you tell me (a little bit) about them?
Communication and media	<ol style="list-style-type: none"> 1. Tell me about how much television you watch. 2. Tell me about how you usually get information (for e.g. the news). 3. Can you tell me about a favourite newspaper or magazine you read? 4. What is different about technology nowadays? 	<ol style="list-style-type: none"> 1. Do you watch a lot of television, or not (a lot)? 2. From the newspaper or watching television, or speaking with friends / family. 3. What about a television programme you usually watch. 4. Do you think it is easier or more difficult to communicate with people (through mobile phones, the internet)?
The weather	<ol style="list-style-type: none"> 1. Tell me about the weather in your country. 2. Tell me about which season you prefer. 3. Tell me about the summertime, and what you usually do. 4. Can you tell me about British weather and what you think of it? 	<ol style="list-style-type: none"> 1. Is it hot or cold there? 2. What's the weather like in summer / winter / spring / autumn (in your country)? 3. Do you go swimming in the summer? Where do you usually go? 4. What do you like least about the weather (here)?

Your likes & dislikes	<ol style="list-style-type: none"> 1. Tell me about what you like to read. 2. Tell me about the movies you like. 3. Can you tell me about what you like to do at weekends? 4. Tell me about your favourite music / the type of music you like to listen to. 	<ol style="list-style-type: none"> 1. What type of books do you like reading – horror / romantic? 2. What type of movies do you like watching – horror / romantic? 3. Where do you usually go? Do you meet up with your friends? What do you usually do? 4. Do you go to concerts at all? Which do you prefer – live music or listening to music?
Your work or study / plans for the future	<ol style="list-style-type: none"> 1. Tell me about your job / English course (depending on information already given at the start of section 1) 2. Tell me about your hopes for the future. 3. Tell me about your ideal job / perfect job? 4. Can you tell me why you think it is important to learn English? 	<ol style="list-style-type: none"> 1. What's your job? / What do you study? 2. What do you plan to do in the future? 3. What type of job would you like to do? 4. Do you think English is important? Why/ Why not?
Thank you.		

Section 2 – Extended turn - expressing opinions, describing experiences

( 4 min)

Examiner:

In the next section, I'm going to ask you to talk about something on your own for two minutes.

- *[Name candidate]*, I'd like you to **tell me about a holiday that you remember well – either in your own country or another country**. Tell me about **what you did on holiday and why it was so special**.
- Before you start, you have one minute to think about what you are going to say.
- Is that clear? Do you want me to say that again? (repeat if necessary)
- *[After 1 minute]* *[Name candidate]*, you can begin. You have 2 minutes. After two minutes, I'll ask you a couple of questions about what you have said.

Support prompts *(only to be used if the candidate runs out of material before 2 minutes is up)*

- Can you tell me (more) about what you did while you were on holiday / Can you tell me more about the places you visited.
- How long were you on holiday for?
- What do you usually do to relax? / How do you usually relax?

[After 2 minutes, bring the candidate's turn to an end. Ask follow-up questions to check language functions or grammatical features that have not been covered during the extended turn.]

For example:

- *Compare the holiday you told me about to others – was it better or worse? Why?*
- *Have you ever been to.....? Tell me about it.*
- *What are you going to do for your next holiday? Any plans?*
- *What is the most important aspect of a holiday?*

Section 3 – Functional Transaction / Task

( 3 min)

Interlocutor:

- Now, we are going to talk together for about 3 minutes.
- *[Name candidate]*, I would like you to imagine that **it's your friend's birthday next week and you want to organise a celebration for him / her. You want to make it a special occasion because he / she is a close, family friend.**

We'll talk together about:

- (i) The location of the celebration**
- (ii) What day of the week is best**
- (iii) Who you would like to invite**

- Do you want me to say that again? *[Repeat the scenario and the additional prompts if necessary.]*

[Pause and allow the candidate to think about the scenario for 15 seconds]

- Are you ready? *[Name candidate]*, please start.

Support/back up prompts – use when needed

- Where shall we have the celebration? In someone's house or in a restaurant?
- Which day of the week will be best to have the celebration / it? Is the weekend better or not?
- Will the party be lively or quieter?
- How can we make it a special occasion? (for example, favourite food, music, presents)

Thank you. This is the end of the exam.