Certificate in ESOL International

RQF Level: Entry Level 3

(CEFR Level: B1)

Interlocutor Booklet

SAMPLE 1

SAMPLE

INSTRUCTIONS FOR CENTRES:

This examination is conducted with ONE candidate, and it takes approximately 12 minutes, including time for providing instructions and checking ID.

Before you start reading the Interlocutor script, activate the digital audio recording equipment.

The recording equipment is NOT to be switched off at any point during the examination.

Summary of the guidelines for the Interlocutor:

- ✓ The Candidate's photographic ID must be checked and their identity confirmed prior to the start of the examination.
- ✓ The Interlocutor should ensure that the Candidate adheres to the guideline times by using a silent clock or stopwatch. If the stated time is significantly exceeded, the Interlocutor should politely prompt the Candidate to move onto the next question/task.
- ✓ Where the Interlocutor Booklet dictates the exact words to be read aloud to the Candidate, the Interlocutor should follow the script.
- ✓ Where the Interlocutor Booklet allows deviation from the specified script, the Interlocutor should ensure that the language used is at a level appropriate to the examination.
- ✓ The script delivery should be appropriate to the Candidate's level – at Entry Level 3 (B1), the Interlocutor should speak clearly, at a natural speed, as appropriate when speaking to a stranger who may not speak your language fluently.
- ✓ The Interlocutor should not echo or rephrase the Candidate's answers.
- ✓ The Interlocutor should not correct the Candidate's mistakes.
- ✓ The Interlocutor should not suggest answers, provide vocabulary or expand on the Candidate's responses to them.
- ✓ The Interlocutor should limit their own input to what is needed to elicit an appropriate language sample, while ensuring that the Candidate is given sufficient opportunity to develop their responses.
- ✓ The Interlocutor should not give any indication of the Candidate's performance, for example 'fine', 'good' or 'that's great'. 'Thank you' is the preferred response.
- ✓ The Interlocutor should maintain a friendly and relaxed approach at all times, to enable the Candidate to perform to the maximum of their ability.

SAMPLE

Follow the script below shown in **bold.** Instructions to the Interlocutor are shown in *[italics and brackets].*

- **Test level: Entry Level 3 / B1**
- **Test version: SAMPLE 1**
- **Test date and time:**
- **Test Centre name:** *[including name of satellite location, if applicable]*
- **Interlocutor's name is**
- **Candidate's name is**
- *[if present]* **Examination Observer's name:**

Do you have any questions before we start the first task? *[Wait for 5 seconds]*

Task 1: Communicating Personal Information

Guide time: 4 minutes

Hello. My name is _____. Can you tell me your full name again? *[wait for the answer]*

Thank you.

I will ask you some questions. Please answer each question in a few sentences. You can ask me to repeat any of the questions.

*[Ask the Candidate **one** of the sets of questions. After each answer, pause briefly before moving on in case the Candidate wants to add to their initial response. Please ensure you ask the follow up question in brackets where there is one only when the Candidate has not given a full answer.]*

QUESTION SET 1	OR	QUESTION SET 2
Tell me something interesting about yourself.		**Tell me something interesting about yourself.**
Do you like going to the cinema? (Why/ Why not?)		**Do you like going to restaurants? (Why/ Why not?)**
Can you describe the place you live in?		**Can you describe your hometown?**
What did you do yesterday?		**What did you do last weekend?**
If you could live in any country, which would you choose? (Why?)		**If you could do any job, which would you choose? (Why?)**

Thank you. This is the end of Task 1.

SAMPLE

Task 2: Presentation

Guide time: 4 minutes

In this task, you are going to give a presentation on your chosen topic. I will then ask you three questions about your presentation.

Which topic have you chosen? *[Candidate responds]* **OK, please start your presentation. You need to speak for about 1.5 minutes.**

[If Candidate's presentation is significantly shorter than 1.5 minutes, you should prompt them to speak more, e.g. 'Please tell me a bit more'].

Thank you.

Now I am going to ask you three questions.

[Ask the Candidate three questions relating specifically to the content of their presentation.

Questions should normally be open and should give the Candidate an opportunity to develop, explain or expand on what they have said.

You need to listen to the presentation and formulate questions that are relevant to the points made by the Candidate.

The examples below illustrate possible ways of asking open questions; they should only be used where they are relevant to the presentation or supplemented with your own questions.

Tell me more about…
Why do you think…?
Tell me about a time when you…?
Can you give me an example of…?
You mentioned … Can you tell me more about that?
What would you do if…?
Why is … important to you /people?]

Thank you.

This is the end of Task 2.

SAMPLE

Task 3: Discussion

Guide time: 4 minutes

[Please select one of the topics for the candidate.]

Topic 1: Our friend is spending all her free time watching television. Let's discuss what other activities we can recommend to our friend, and why they are better than watching TV.

OR

Topic 2: Our friend is coming to visit for the weekend. Let's discuss what activities we can plan for him to do, and which places to recommend visiting.

You can use some of the following ideas to start the discussion. *[Hand over the attached visual prompts page overleaf, or for remote assessment share your screen with the Candidate for the duration of this task. The visual prompts are provided to support the discussion. It is not necessary to discuss all of them. The Candidate may introduce other relevant ideas.].*

Think for a few seconds and then we'll begin.

[Allow the Candidate approximately 15 seconds to refer to the visual prompts for Speaking Task 3]

OK. What do you think?

Where needed, the interlocutor should:

- ✓ *ask the Candidate to develop or justify their ideas, e.g.* ***Why do you think that? Can you give me an example? Tell me more about that.***
- ✓ *introduce different or opposing points of view and invite the Candidate to respond, e.g.* ***I'm not sure I agree. What do you think? / What about…? / But what if…? /***
- ✓ *encourage the Candidate to compare or evaluate different options, e.g.* ***Which do you think would be better? Why?/ What are the disadvantages/advantages of that?***
- ✓ *respond naturally to the Candidate's contributions and, where appropriate, build subsequent questions or comments on what the Candidate has said, e.g.* ***I see what you mean. But what about…? / That's interesting. Why do you think that?***
- ✓ *encourage the Candidate to respond directly to the Interlocutor's opinions and suggestions rather than simply presenting their own ideas, e.g.* ***What do you think about that? / Would you agree with me? / What would you suggest instead?***
- ✓ *guide the discussion towards a conclusion and ensure that a recommendation or decision is reached, e.g.* ***So, what should we recommend? / Which option(s) should we choose, then?***

Thank you.

This is the end of the Speaking examination. *[Switch off the digital recording equipment]*

SAMPLE

Visual Prompts for Speaking Task 3 - Topic 1

Our friend is spending all her free time watching television. Discuss what other activities we can recommend to our friend, and why they are better than watching TV.



GARDENING



DOG WALKING



RUNNING



PLAYING AN INSTRUMENT



PHOTOGRAPHY



READING

Visual Prompts for Speaking Task 3 - Topic 2

Our friend is coming to visit for the weekend. Let's discuss what activities we can plan for them to do, and which places to recommend visiting.



SIGHTSEEING



VISITING A MUSEUM



GOING TO THE CINEMA



EATING OUT



MEETING FRIENDS



SPENDING TIME OUTSIDE