Certificate in ESOL International

RQF Level: Level 3

(CEFR Level: C2)

Interlocutor Booklet

SAMPLE 1

SAMPLE

INSTRUCTIONS FOR CENTRES:

This examination is conducted with ONE candidate, and it takes approximately 15 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 Level 3 (C2), the Interlocutor should speak in a completely natural way, making no concessions to the fact that the Candidate is not a native speaker.
- ✓ 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.

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

- **Test level: Level 3 / C2**
- **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 about an experience that changed your perspective on life. **How has learning English affected your understanding of your own culture?** **Why do you think people are drawn to competitive sports, both as participants and spectators?** **How effective do you think social media can be for learning a language? (Why?)** **In what ways do you think hobbies contribute to personal development?**		**Describe a cultural practice from your country that you find particularly meaningful.** **What do you find most challenging about learning English?** **How do you think social media has changed the way young people interact?** **To what extent do you think online friendships can be as meaningful as in-person ones?** **How important do you think it is to balance social time with solitude? (Why?)**

Thank you. This is the end of Task 1.

Task 2: Presentation

Guide time: 6 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 3 minutes.**

[If Candidate's presentation is significantly shorter than 3 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.

You mentioned… . Can you expand on that point?
To what extent do you agree that … ?
What factors do you think contribute to… ?
Why/how do you think … has changed over time?
What could be done to address / change / improve …?
How might … develop / change in the future?
What (other) examples can you give to support …?]

Thank you.

This is the end of Task 2.

Task 3: Discussion

Guide time: 5 minutes

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

Topic 1: Our teacher has asked us to talk about different ways of spending a gap year and discuss which one we think is of the most benefit to society.

OR

Topic 2: Our teacher has asked us to prepare a presentation about different ways of addressing the challenges posed by artificial intelligence and discuss which one we think poses the greatest threat to society.

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 Interlocutor and 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, justify or qualify their ideas, e.g.* ***What makes you say that? / Do you think that is always the case? / Are there any exceptions to that?***
- ✓ *introduce different or opposing points of view and invite the Candidate to respond, e.g.* ***I'm not sure I agree. What about…? / Another way of looking at it might be… / But what if…?***
- ✓ *encourage the Candidate to compare or evaluate different options, e.g.* ***Which do you think would be better? / What might be the disadvantage/advantage of that? / How significant is that compared with…?***
- ✓ *encourage the Candidate to consider implications, consequences or alternative possibilities, where relevant, e.g.* ***What could be the consequences of that? What might happen if…?***
- ✓ *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. What makes you say that?***
- ✓ *encourage the Candidate to respond directly to the Interlocutor's opinions and suggestions rather than simply presenting their own ideas. e.g.* ***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.* ***Taking everything into account, what should we recommend? / Which option would you choose in the end, and why? / So, what would be our final conclusion?***

Thank you.

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

Visual Prompts for Speaking Task 3 - Topic 1

Our teacher has asked us to talk about different ways of spending a gap year and discuss which one we think is of the most benefit to society.



ONLINE VOLUNTEER TEACHER



TRAVELLING AROUND THE WORLD



HELPING THE ELDERLY



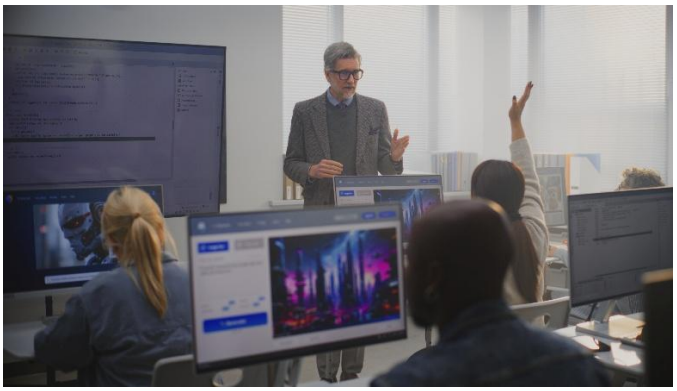
WILDLIFE CONSERVATION PROJECT

Visual Prompts for Speaking Task 3 - Topic 2

Our teacher has asked us to prepare a presentation about different ways of addressing the challenges posed by artificial intelligence and discuss which one we think poses the greatest threat to society.



PRIVACY



EDUCATION ON DIGITAL LITERACY



MISINFORMATION



REPLACING WORKERS