



**Certificate in ESOL International**  
RQF Level: Level 3  
(CEFR Level: C2)

**Interlocutor Booklet**  
**SAMPLE 1**

**INSTRUCTIONS FOR CENTRES:**

This examination takes up to 30 minutes, including time for providing instructions and checking ID.

**PLEASE NOTE:**

The examination is conducted with TWO Candidates.

#### Guidelines to the Interlocutor:

- ✓ Each Candidate's photographic ID must be checked and their identity confirmed prior to the start of the examination.
- ✓ The Interlocutor should ensure that the Candidates adhere to the guideline times by using a silent clock or stopwatch. If Candidates significantly exceed the stated time, the Interlocutor should prompt them gently and politely to move onto the next question/task.
- ✓ Where the Interlocutor Booklet dictates the exact words to be read aloud to the Candidates, 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 Candidates' 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 Candidates' answers.
- ✓ The Interlocutor should not correct Candidates' mistakes.
- ✓ The Interlocutor should not suggest answers, provide vocabulary or expand on Candidates' responses to them.
- ✓ The Interlocutor should keep their own input to a minimum and give Candidates the maximum opportunity to speak and finish their sentences.
- ✓ The Interlocutor should not give any indication of the Candidates' 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 Candidates to perform to the maximum of their ability.

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.

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**
- *[if Examination Observer is present]* **Examination Observer's name**

**Candidate A: Candidate's name and date of birth.**

**Candidate B: Candidate's name and date of birth.**

**The spoken assessment consists of three tasks.**

**In the first task, I will ask each of you a number of questions.**

**In the second task, you will each give a presentation on your chosen topic and we will talk about your presentations.**

**In the third task, you will have a discussion together.**

**Do you have any questions before we start the first task?**

*[Wait for 5 seconds]*

## Task 1: Communicating Personal Information

Guide time: approximately 8 minutes

Hello. My name is \_\_\_\_\_. [Look at Candidate A] What is your name? [wait for the answer, then look at Candidate B] And your name? [wait for the answer]

Thank you.

First of all, I will ask you both a number of questions. Please answer each question in a few sentences, giving as much detail as you can. You can ask me to repeat any of the questions.

[Ask the Candidates the questions below in turn. After each answer, pause briefly for a few seconds before moving on in case the Candidate wants to add to their initial response. Please ensure you always ask the follow up question in brackets where there is one, unless the Candidate has already given a full answer]

Questions for Candidate A	Questions for Candidate B
Tell me about an experience that changed your perspective on life.	Describe a cultural practice from your country that you find particularly meaningful.
How has learning English affected your understanding of your own culture?	What do you find most challenging about learning English?
Why do you think people are drawn to competitive sports, both as participants and spectators?	How do you think social media has changed the way young people interact?
How effective do you think social media can be for learning a language? (Why?)	To what extent do you think online friendships can be as meaningful as in-person ones?
In what ways do you think hobbies contribute to personal development?	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: approximately 10 minutes

**In this task, you are each going to give a presentation on your chosen topic. You will listen to each other's presentations. When the other Candidate has finished, you should ask two questions about their presentation. I will also ask some questions about your presentations.**

*[Each Candidate should have chosen one of the given topics for their presentation. You DO NOT need to read out the topics as part of the exam].*

Please refer to the Classic IESOL – Prepared Speaking Tasks.

*[Insert name of Candidate A], which topic have you chosen? [Candidate A responds] OK, please start your presentation. You need to speak for about 3 minutes.*

*[Candidate A speaks for approx. 3 minutes. If Candidate's presentation is significantly shorter, Interlocutor should prompt them to speak more, e.g. 'Please tell me a bit more'].*

**Thank you.** *[Insert name of Candidate B], can you please ask your questions. [Candidate B asks their questions and Candidate A responds. If Candidate B fails to ask the questions, the Interlocutor should ask additional questions instead].*

**Now I am going to ask you some more questions.** *[Interlocutor asks Candidate A two more questions relating to the content of their presentation. Guidance: use open questions, e.g. 'Tell me more about...'].*

**Thank you.**

*[Insert name of Candidate B], which topic have you chosen? [Candidate B responds] OK, please start your presentation. You need to speak for about 3 minutes.*

*[Candidate B speaks for approx. 3 minutes. If Candidate's presentation is significantly shorter, Interlocutor should prompt them to speak more, e.g. 'Please tell me a bit more'].*

**Thank you.** *[Insert name of Candidate A], can you please ask your questions. [Candidate A asks their questions and Candidate B responds. If Candidate A fails to ask the questions, the Interlocutor should ask additional questions instead].*

**Now I am going to ask you some more questions.** *[Interlocutor asks Candidate B two more questions relating to the content of their presentation. Guidance: use open questions, e.g. 'Tell me more about...'].*

**Thank you. This is the end of Task 2.**

### Task 3: Discussion

Guide time: approximately 8 minutes

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

**You can use some of the following ideas to start the discussion.** *[Hand over the attached visual prompts page overleaf].*

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

*[Allow the Candidates approximately 15 seconds to refer to the visual prompts]*

*[Refer to both Candidates]* **OK. What do you think?** *[Indicate to the Candidates that they should talk to each other]*

*[The Interlocutor should only intervene in the discussion in cases where the conversation stalls, the Candidates veer off topic, to allow a Candidate opportunity to participate, or to elicit the following language:*

- *asking for further justifications from the Candidates, e.g. Why? What makes you think so? Can you think of an example? etc.;*
- *arguing against what the Candidates have presented/suggested, e.g. I don't think so, I'm not sure I agree;*
- *presenting opposite points of views; In my opinion ..., I disagree, because ... [and inviting the Candidates to give feedback].*

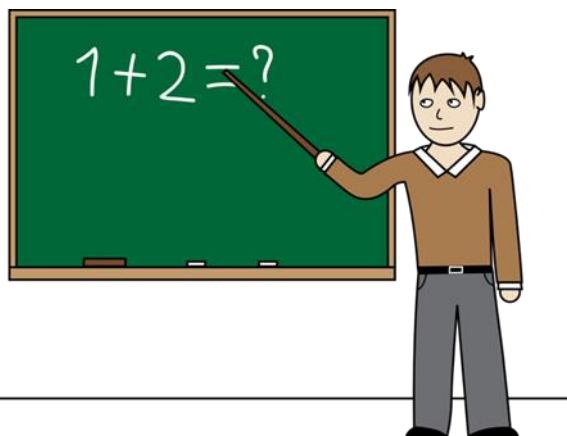
**Thank you.**

**This is the end of the Speaking examination.**

*[Switch off the digital recording equipment]*

## Visual Prompts for Speaking Task 3

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



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