



Certificate in ESOL International
RQF Level: Entry Level 2
(CEFR Level: A2)

Speaking & Listening

Interlocutor Booklet
SAMPLE VERSION 1

INSTRUCTIONS FOR CENTRES:

This examination takes approximately 20 minutes, including time for providing instructions and checking ID.

PLEASE NOTE:

This 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 Entry 2 (A2), the Interlocutor should speak slowly and clearly in short sentences emphasising key words.
- ✓ 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 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: Entry 2 / A2**
- **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: *[insert name and date of birth of Candidate A]*

Candidate B: *[insert name and date of birth of Candidate B]*

The spoken assessment consists of four tasks.

In the first task, you will each hear a short recording and answer some questions.

In the second task, you will each speak about your topic and answer some questions.

In the third task, you will take part in two role plays each.

In the final task, we will have a conversation together.

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

[Wait for 5 seconds].

Task 1: Listening for Information

Guide time: approx. 6 minutes

In this task you will listen to one short recording each and then answer some questions. You will hear each recording twice. You can make notes here [*point to the section in the Candidate Materials*] if you want to.

[*Insert name of Candidate A*], you will go first and [*Insert name of Candidate B*], you will go second.

[*Insert name of Candidate A*], I am going to play the first recording. The first question is:

- What is Claire's job?

Now listen to the recording. [*Play the recording*]

[*Recording script: Good morning and welcome to your first Spanish language class. My name is Claire, and I will be your teacher for this term. We will meet every Monday at 10 in the morning. Please bring your course books to every class, and I will provide the dictionaries. We will have a short break around 11 o'clock, but if you need to use the toilet you can leave any time. The toilets are on this floor, next to the library.*]

[*Insert name of Candidate A*],

- What is Claire's job? [*Wait for a response for 5 seconds. If there is no response, repeat the question once, if there is still no response, move on.*]

Now, listen again and then answer these four questions:

- What time does the class start?
- What do the students need to bring to class?
- What time will the students have a break?
- Where are the toilets?

[*If necessary, allow Candidate A time between questions to make notes*]

Now listen to the recording again. [*Play the recording again*]

[*Insert name of Candidate A*],

- What time does the class start? [*For each question, wait for a response for 5 seconds. If there is no response, repeat the question once, if there is still no response, move on.*]
- What do the students need to bring to class?
- What time will the students have a break?
- Where are the toilets?

[Insert name of Candidate B], I am going to play the second recording. The first question is:

- **Why is Susan calling?**

Now listen to the recording. [Play the recording]

[Recording script: Hi Steve, it's Susan here. We're planning a holiday to France at the end of July, to celebrate our son John and his wife Sarah's new baby. Do you and Anna want to come with us? We're planning to stay at a caravan park; it's by the river and the weather should be hot and sunny, so we can go swimming and fishing. It works out quite cheap - £100 each for the week. Let me know as I have to pay by Friday.]

[Insert name of Candidate B],

- **Why is Susan calling?** *[Wait for a response for 5 seconds. If there is no response, repeat the question once, if there is still no response, move on.]*

Now, listen again and then answer these four questions:

- **Who had a baby?**
- **What will the weather be like?**
- **What activities can they do on holiday?**
- **When does Susan have to pay for the holiday?**

[If necessary, allow Candidate B time between questions to make notes]

Now listen to the recording again. [Play the recording again]

[Insert name of Candidate B],

- **Who had a baby?** *[For each question, wait for a response for 5 seconds. If there is no response, repeat the question once, if there is still no response, move on.]*
- **What will the weather be like?**
- **What activities can they do on holiday?**
- **When does Susan have to pay for the holiday?**

Thank you.

This is the end of Task 1.

Task 2: Prepared Talk

Guide time: approx. 4 minutes

In this task, you are each going to talk about your topic. You will listen to each other. When the other Candidate has finished, you should ask a question about their talk. At the end, we will have a conversation together.

[Each Candidate should have chosen one of the following topics for their presentation]

- Topic 1 My best friend.
- Topic 2 My English class.
- Topic 3 Where I live.
- Topic 4 My hobby.
- Topic 5 A place I love.

[Insert name of Candidate A], what is your topic? [Candidate A responds] OK, please start.

[Candidate A speaks for up to one minute. If Candidate's talk is significantly shorter, Interlocutor should prompt them to speak more, e.g. 'Is there anything else you'd like to add?']

Thank you. *[Insert name of Candidate B], can you please ask your question. [Candidate B asks their question and Candidate A responds].*

Now I am going to ask you some more questions. *[Interlocutor asks both candidates some questions relating to the content of the first talk. Guidance: the additional questions should be open and if possible encouraging the candidates to talk together].*

Thank you.

[Insert name of Candidate B], what is your topic? [Candidate B responds] OK, please start.

[Candidate B speaks for up to one minute. If Candidate's talk is significantly shorter, Interlocutor should prompt them to speak more, e.g. 'Is there anything else you'd like to add?']

Thank you. *[Insert name of Candidate A], can you please ask your question. [Candidate A asks their question and Candidate B responds].*

Now I am going to ask you some more questions. *[Interlocutor asks both candidates some questions relating to the content of the second talk. Guidance: the additional questions should be open and encourage the candidates to talk together].*

Thank you. This is the end of Task 2.

Task 3: Short Role Plays

Guide time: approx. 4 minutes

Now, we are going to take part in two short role plays each. You can ask me to repeat any of the role plays.

You will have a few seconds to think about what to say for each turn. Are you ready? *[wait for the Candidates to answer]*

[Insert name of Candidate A]

1. I'm your English teacher. I start: I've noticed that you didn't do your homework again. What happened?

[Candidate A responds. Role-play the situation with the Candidate. If there is no response, or the response provided is not appropriate, repeat the situation once. If there is still no response, move onto the next role play. Elicit 2 or 3 turns.]

[Insert name of Candidate B]

2. It is our friend's birthday next week. I start: it's Tom's birthday next week. What present should we get him?

[Candidate B responds. Role-play the situation with the Candidate. If there is no response, or the response provided is not appropriate, repeat the situation once. If there is still no response, move onto the next role play. Elicit 2 or 3 turns.]

[Insert name of Candidate A]

3. You are at the doctor's, and you are ill. You start.

[Candidate A responds. Role-play the situation with the Candidate. If there is no response, or the response provided is not appropriate, repeat the situation once. If there is still no response, move onto the next role play. Elicit 2 or 3 turns.]

[Insert name of Candidate B]

4. You arrived late for lunch. Explain what happened. You start.

[Candidate B responds. Role-play the situation with the Candidate. If there is no response, or the response provided is not appropriate, repeat the situation once. If there is still no response, move onto the next role play. Elicit 2 or 3 turns.]

Thank you.

This is the end of Task 3.

Task 4: Conversation

Guide time: approx. 4 minutes

This task is a conversation. We are going to talk about shopping.

You can use some of the following ideas or use your own. *[Hand over the attached visual prompts page overleaf].*

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

I like to go shopping. How about you? *[Refer to both Candidates]*

[Wait for a response for 5 seconds. If there is no response, repeat the question once, if there is still no response, ask a different starter question.]

[Acknowledge the Candidates' responses. Encourage the Candidates to participate in further conversation about shopping and related topics by asking additional questions and commenting on their contribution.]

Possible questions for you to ask include:

- *Why do you / do you not like to shop?*
- *Where do you usually shop?*
- *Is there a supermarket near your house?*
- *What kinds of things do you shop for?*
- *I like your (shoes / watch etc.). Where did you buy it?*
- *Have you ever done online shopping?*
- *Do you think food is expensive?*

After each question, wait for a response for 5 seconds. If there is no response, repeat the question once. If there is still no response, move on. Try to refer back to what the Candidates have said rather than just read out the suggested questions – the aim of this part is to facilitate a casual conversation.]

Thank you. This is the end of Task 4.

This is the end of the Speaking & Listening examination.

[Switch off the recording equipment].

Visual Prompts for Speaking Task 4

