

International Spoken ESOL (English for Speakers of Other Languages) (8985)

Guide for Interlocutors

Guidance and Information for the Conduct of City & Guilds
International Spoken ESOL Tests



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1 Introduction

The Centre-appointed Interlocutor has a vital role to play in the conduct of the International Spoken ESOL Tests. If all candidates are to have an equal chance of giving their best performance, the tests must be conducted fairly and consistently and in accordance with the rules and regulations laid down by City & Guilds.

The purpose of this Guide is to provide information and guidance for Interlocutors on all aspects of the new revised City & Guilds International SESOL tests. It should be read thoroughly prior to the commencement of new test sessions and retained as a reference source for any problems or queries which may arise.

A feature of the new International Spoken ESOL test is a scripted framework for Interlocutors to use during each candidate's test. Interlocutors must keep to the script as it appears on each test paper. In this way, consistency and standard quality can be ensured throughout. This Guide gives additional information to assist with the delivery of this framework.

1 Introduction

1.1 Conduct of the International Spoken ESOL tests

It is the responsibility of each registered and approved Centre to provide the following staff, facilities and equipment.

Staff

The Interlocutor

The Interlocutor is appointed by the Centre to conduct the International Spoken ESOL tests for all or some of its candidates. Tests for all candidates will be conducted in the Test Room.

The Interlocutor

- may be a native speaker of English with appropriate teaching qualifications OR must have proven professional competence in the use of the English language (teaching and language qualifications)
- must be able to use the language competently in order to elicit language from the candidate which is appropriate for the level at which s/he is entered
- may be the candidate's own language teacher.

The International SESOL Test Supervisor

The Test Supervisor is appointed by the Centre to be responsible for all aspects of the International Spoken ESOL tests outside the Test Room.

The International SESOL Test Supervisor is responsible for

- ensuring that candidates wait in a designated area prior to their test taking place
- showing candidates into the Test Room at the appropriate time
- ensuring that candidates who have completed their test do not mix with those who are still waiting to go into the Test Room
- ensuring that timings are adhered to as accurately as possible, if necessary by pointing out to the Interlocutor between candidates that each test is taking too long or not long enough
- ensuring that candidates switch off any mobile phones prior to entering the Test Room
- ensuring that people moving around in the vicinity of the Test Room remain quiet.

Facilities and equipment

The Centre is responsible for ensuring that the following are available for each test session:

A Test Room

- This room must be suitable for recordings to be made, with as little echo as possible
- It must contain a table and two chairs for the Interlocutor and the candidate, preferably arranged on two adjacent sides of the table to avoid a 'confrontational' situation
- It should be in a quiet area, to keep extraneous noise on the recording to a minimum. 'Quiet Please: Examination' notices should be posted where necessary outside the room.

A Waiting Room

A suitable room or area, away from the Test Room, must be provided where candidates can wait until told by the Test Supervisor to enter the Test Room.

Recording equipment

A suitable modern sound recorder must be provided, together with sufficient blank recording media for recording all candidate tests.

Please note

- standard size cassettes/CDs should be used
- these will not be returned to the Centres
- each examination level must be recorded on a separate tape
- At least one, but preferably two microphones must be provided to ensure that both Interlocutor and candidate can be clearly heard in the recording.

Paper and pen/pencil

The Interlocutor should have a supply of writing paper and pencils. Candidates can make notes if they wish during the preparation time immediately before Part 4 of the test.

Exam documentation

Four days prior to the examination (10 days for centres outside the UK), Centres must ensure that they have received the correct examination materials from City & Guilds. These come in a grey envelope with a window through which the subject, level of examination and date of examination are visible. The 10 day length of time allows centres to send back the materials if they are not for the examination registered for.

Mock examination facilities

In the interests of enabling candidates to experience what will happen in the live test, it is recommended that centres make provision for candidates to take a 'mock' test, using one of the International Spoken ESOL Sample Papers available.

The paper that has been sent for the live test is strictly confidential and must not, under any circumstances, be used for practice purposes.

2 Responsibilities of the Interlocutor

The Interlocutor must:

- manage the interaction in the test and facilitate the candidate's performance.
- be completely familiar with the scripted framework for each level of the International Spoken ESOL tests
- read each test paper thoroughly before using it in a live test
- adjust own use of English and speed of delivery as is appropriate for the level of the test
- keep to the prescribed timings for all parts of the test
- ensure that all candidates are treated fairly and given an equal opportunity to speak
- take a **15 minute** break after running 12 consecutive tests at Preliminary and Access levels, and after 8 consecutive tests at Achiever level and above
- take a **10 minute level-change** break between groups of candidates who are entered at different levels
- ensure that all the administration connected with the live test recordings is accurately carried out.

All recorded live tests must be sent directly to City & Guilds; they are marked centrally by examiners who do not know the candidates.

Interlocutors do not examine or assess the candidate's performance.

2 Responsibilities of the Interlocutor

2.1 Interlocutor preparation before the test session

Test Paper

One hour before the examination session begins, you will be handed the Test Paper to be used for the test session(s).

You must then:

- read the whole paper through carefully and familiarise yourself fully with
- the contents
- the scripted framework
- the questions
- the subjects covered
- the timings for each section of the examination
- prepare or think about any additional questions or comments that may be required, depending on the candidate's comments or replies.

NB: further guidance relating to each section at each level can be found later in this Guide.

Testing tape recording equipment

You must ensure that the sound recording equipment provided in the Test Room is working properly.

- A microphone (or preferably 2 microphones) must be set up so that the voices of both you, the Interlocutor and the Candidate can be clearly heard on the recording
- The equipment should be tested with 2 people speaking into the microphone(s) from the positions that will be used during the examination; adjustments must be made if the sound quality is unsatisfactory.

Recording the introduction to the test session

When you are satisfied that the equipment is working properly and that the microphones have been suitably positioned, you should record the introduction to the test session as follows

- Start the sound recorder with a blank cassette/CD inserted
- Record the following: 'City & Guilds International Spoken ESOL test, (level), (date). Start of examination session.'
- Switch off the sound recorder; do not rewind.

NB: This introduction needs to be recorded at the start of each different level of the test.

2 Responsibilities of the Interlocutor

2.2 Interlocutor's administrative responsibilities immediately before, during and after each candidate test

Candidate Mark Sheets

You are responsible for ensuring that the following details are entered on each Mark Sheet

- the Serial Number and Level of the test
- the candidate's name (in block capitals) when the candidate has entered the Test Room
- the Centre number, date and your own name.

NB: A copy of the Mark Sheet can be found on page 11.

Introducing and signing off each candidate

When each candidate is ready to start, the following procedure must be followed

- Switch on the sound recorder
- Say '(Candidate name) – Test begins'
- Leave the sound recorder running for the duration of the test
- At the end of the test, say '(Candidate name) – End of test'
- Switch off the sound recorder until the next candidate is ready to begin, then repeat the above process for each candidate.

INTERNATIONAL SPOKEN ESOL

CANDIDATE MARK SHEET

Serial No..... Level

CANDIDATE'S NAME
(BLOCK LETTERS PLEASE)

CENTRE NO DATE

INTERLOCUTOR'S NAME
(BLOCK LETTERS PLEASE)

FOR THE USE OF CITY & GUILDS EXAMINERS ONLY

COMMUNICATION				A	R	P	F
Part 1	Part 2	Part 3	Part 4				
				□	□	□	□

FINAL RESULT			WEAKNESS CODES									
FC	P	F	A	B	C	D	E	F	G	H	I	J

EXAMINER'S NAME
.....
(BLOCK LETTERS PLEASE)

Interlocutor's administrative responsibilities at the end of the test session

Signing off the test session

When the last test has been completed and the candidate has left the room, carry out the following procedure

- Switch on the sound recorder at the end of the final candidate's test
- Say the following: 'City & Guilds International Spoken ESOL test, (level), (date). End of examination session.'
- Switch off the sound recorder.

After the test session

- Rewind the sound recording media eg tape cassette(s) to the beginning
- Listen to a few minutes of each tape/CD to check that the quality is acceptable, that the candidate can be heard etc
- Rewind (if using cassette) to the beginning again
- Write the level and names of candidates on each tape/CD on the sleeve inside the cassette/CD case
- Label the cassette/CD case with centre number, level and date
- Put Mark Sheets in the same order as candidates appear on the tape
- Give tapes/CDs, Mark Sheets and Test Paper to the member of staff responsible for ensuring their return to City & Guilds.

NB: ALL paperwork must be returned to City & Guilds.

It is not permitted for any copies of test material to be retained by the Centre.

3 Comparative levels chart

The levels chart shows the 6 levels of the International SESOL examinations. For further information on the 6 levels of SESOL please see pages 12 &13 of the Scheme Handbook.

City & Guilds International Spoken ESOL level	Council of Europe framework	UK national levels	English speaking union scale
Mastery	Mastery C2	Level 3	7
Expert	Effective Operational Proficiency C1	Level 2	6
Communicator	Vantage B2	Level 1	5
Achiever	Threshold B1	Entry 3	4
Access	Waystage A2	Entry 2	3
Preliminary	Breakthrough A1	Entry 1	2

4 Grammar syllabus

The grammar syllabus for each level is included in this guide after the specific notes for Interlocutors for each level and is intended purely for reference. It can be used as a check on the grammatical structures which you can expect the candidate to be able to use.

In order to modify your language suitably, do not use any structures which appear more than one level above the one at which the candidate is being tested. For example, a Preliminary candidate may understand structures found in the Access syllabus, but not those in the Achiever syllabus.

The framework is there to standardise what you say to the candidate and limit the additional language you will need to use. You may not have to think of anything else to say.

Be careful not to ask a question that requires the answer to include structures the candidate is unlikely to know. For example, a Preliminary candidate should not be asked “When did you go there?” as this must be answered in the past. The candidate may not know the past tense, is not expected to know it at this level and will not be tested on it.

When modifying your language, also take account of the speed at which you speak and the vocabulary you use. See page 16 of this guide for additional tips to help you.

If you are interviewing candidates at different levels within the same session, use the level-change break to help you to prepare to adjust your language.

5 The four parts of International Spoken ESOL

The differences between the 6 levels are found in the

- length of the test
- linguistic difficulty and complexity
- range of topics and functions
- nature of the tasks.

The focus of the 4 Parts of International Spoken ESOL is the same at each level.

Part 1

The aim of Part 1 is to settle the candidate quickly and to ask a variety of questions aimed at eliciting personal information, ideas or views. From Access to Mastery, the questions are grouped under 5 topic headings.

Having asked first for the spelling of the candidate's family name and his/her nationality, you should ask a selection of questions. If you want to ask 2 questions from the same topic area, you may, but try to vary the questions between candidates. There is no need to write anything down.

Giving personal information is likely to be the area which is most familiar, and candidates' answers may well sound rehearsed. However, long and obviously prepared speeches should be discreetly intercepted.

Part 2

The focus of Part 2 is to test how well the candidate can use functional language in a range of real-life situations. You and the candidate enact a variety of given situations, ranging from the extremely simple at Preliminary, to complex and demanding scenarios at Mastery. You may need to adopt a different persona or role (eg hotel manager, doctor), but the candidate is never asked to do so.

The first situation requires the candidate to respond and the second situation requires the candidate to start the dialogue. If time allows a third situation can be selected.

At the lower levels each situation should run to about 2 turns each, but at the higher levels, you need to expand the exchange both in terms of length and complexity.

Part 3

The focus of Part 3 is to test how well the candidate can exchange information with you in order to perform a communicative task.

- At Preliminary and Access, you and the candidate ask and answer questions to find the differences between two pictures
- At Achiever, you and the candidate try to reach an agreement after a discussion based on the same visual prompts
- At Communicator, you and the candidate both have different information around the same theme, and you try to make a plan or an arrangement based on the two sets of information
- At Expert and Mastery, you and the candidate both have the same written prompts based on a variety of topics which may also include contemporary issues

During the discussion the candidate needs to demonstrate an ability to expand and give examples, to justify opinions and to challenge you if you disagree. The discussion might require you both to rank or prioritise things, to analyse, or to imagine and hypothesise.

Do remember that the important aspect of Part 3 is the quality of the language of discussion and negotiation, not completion of the task.

Part 4

The aim of Part 4 is to give the candidate an opportunity to talk at greater length ('a long turn'), on a topic which you select from a choice of 3.

Range, fluency and the ability to organise and manage the discourse, are all features which the examiner will be assessing here. You can support the candidate during the long turn by prompting and asking questions but only where necessary, if the candidate seems to be struggling.

Make sure that the topic you choose is not one which has already been covered in Part 1.

Candidates have 30 seconds in which to gather their thoughts and prepare themselves before speaking. Offer them paper and pencil to make notes if they wish. Candidates should be told before the test that the notes they make during the preparation time are not part of the test and will not be used in the assessment process.

After the long turn, you can open up the talk by asking one or more of the follow up questions, **if time allows.**

6 General advice for Interlocutors at all levels

- **Do not stop the recording** of a candidate once you have started
- If there are unexpected interruptions such as a fire bell ringing or someone accidentally entering the Test Room, leave the machine running and allow for the required extra time. This will not prejudice the assessment of the candidate. On no account should you stop the machine in order to speak to the candidate. Such an action might invalidate the test
- **Have a silent clock or stopwatch** on the desk in a discreet position and, in a gentle and friendly way, keep the candidates to the specific timings allowed
- **Smile at the candidate** when he or she comes into the Test Room and indicate where you want them to sit
- **Be friendly and encouraging** throughout the test, putting the candidate at ease and making the test experience feel as comfortable as possible
- **Tell the candidate to speak up** if the voice level is low or quiet. **Do not turn off the recording machine** when you say this. Such interruptions will not affect the assessment of the candidate
- **Don't dominate** the interaction – respond and contribute where appropriate, but give the candidate every opportunity to perform to his / her best ability
- **Don't rush the candidate.** If candidates fall silent, allow them a few seconds to organise their thoughts
- Only prompt if you are sure they need help. Some pausing and hesitation is a natural feature of spoken English at all levels. However, once again, remember to keep to the specified times
- **Avoid saying** 'fine', 'good', 'well done', 'that's great' etc as this might be interpreted as a comment on whether the candidate has passed or not
- **Avoid asking closed questions** which only require a 'yes / no / one word' reply
- Ask open 'wh' questions (what, why, when, where, which, how).
At all levels the form 'Can you tell me something / more about...' works well.
At the higher levels 'How far do you think...?', 'What's your view, idea, opinion...?', 'To what extent do you agree...?', 'Some people think / say / believe... how about you?' are good ways to introduce questions.
- If you don't know the candidates then check with the Test Supervisor about any personal circumstances, which may require you to avoid certain topics

- Every effort is made to avoid inclusion of potentially upsetting subjects but sometimes even a simple question like ‘How many brothers and sisters have you got?’ can be distressing if there has been a death in the family
- **Keep to the Interlocutor Frame Script** so that all candidates have a fair and equal chance. Keeping to the script also ensures that maximum speaking time is given to the candidate. A certain amount of naturalness during the interaction may be lost, but this is outweighed by the benefit of all candidates being treated similarly
- **Only reword the rubrics / questions when absolutely essential.** Often reformulation only makes the candidate more confused. It also uses up valuable time and creates an unequal test between candidates.
- **Don't correct errors** and only supply language when you have allowed the candidate sufficient time to search for it
- **Use language which is appropriate** for the level being tested.

Please refer to the appropriate pages of this guide for details of the grammatical structures required for each level and to the syllabus for information on the functions, topics and other linguistic features expected at each of the 6 levels.

7 Preliminary level

7.1 Specific guidance

Preliminary level – 5 minutes

Part 1 (1 minute)

- Ask every candidate the first 2 questions
'How do you spell your family name?'
'Where are you from?'
- Ask a selection of questions from the Part 1 question list. You can make a suitable brief comment after the candidate's response, eg 'I see', 'Aha', 'Really?' etc but don't develop the questions into a discussion
- If a candidate doesn't understand a question, repeat it - if it is still not understood, then say 'All right. Here's another question...' Don't try to re-phrase the question
- If fewer than 5 questions have been asked within 1 minute, don't worry
- At the end of 1 minute, say 'Thank you' and move on to Part 2.

Part 2 (1 minute)

- While familiarising yourself with the paper prior to the test, you need to imagine the various scenarios which may arise during the interactions and think about how you will need to develop the conversations
- Remember that while you may need to adopt a different persona, the candidate is always him / herself throughout the SESOL test
- Use language which is **natural and common for the level** and keep in mind the following 3 important aspects
 - the function (thanking, asking, offering etc)
 - the context (at home, in class, on a train etc)
 - the roles (student / teacher, friend / friend, shop assistant / customer)
- Give each candidate **1** situation from **A** and **1** from **B**
 - Choose a third situation from A or B **if time allows**
 - Each dialogue should run up to 2 turns each (4 turns altogether)
- Start by saying 'Now, Part 2. I'm going to read some situations.'

- Choose a situation from **A**. Say 'First situation'. Read the situation and then indicate that it's the candidate's turn to reply.

Example

Interlocutor: 'We're friends. I start. Do you want tea or coffee?'

Candidate: 'Coffee please.'

Interlocutor: 'Black or white?'

Candidate: 'Black please, with sugar.'

- Choose a situation from **B**. Say 'Second situation'. Read the situation and then indicate that it's the candidate's turn to start.

Example

Interlocutor: 'You're in a new town. You want to find the museum. You start.'

Candidate: 'Excuse me, where is the museum, please?'

Interlocutor: 'Walk along this road, and it's on the left.'

Candidate: 'Thank you very much.'

Interlocutor: 'You're welcome.'

- If time allows, choose a third situation from **A** or **B**. Say 'Third situation'. Read the situation and then indicate whether the candidate should reply or start
- Try to keep each dialogue to 4 turns, but you may continue for another 1 or 2 turn(s), if it is natural to do so
- Some of the situations will take longer to act out than others. Choose at least 1 situation that can be extended to 2 turns each
- Most candidates will be prepared for the role-play required in this part. If, however, you have a candidate who does not understand what to do, then use hand gestures to indicate 'You start' or 'Now you reply'
- If a candidate does not understand a situation, repeat it - if it is still not understood, then move to another situation. Care must be taken however, not to exceed the time limit. If only 1 situation has been enacted and the 1 minute is over, then move on to Part 3.

Part 3 (1 minute 30 seconds)

- Before you start the test look at the 2 pictures (Interlocutor's copy and Candidate's copy) and notice those things which are the same and those which are different
- The focus of Part 3 is asking and answering questions
- Do not just describe your picture and do not allow the candidate to simply describe their picture
- You must exchange information through questions and answers
- Read the Interlocutor Frame and hand over the candidate's copy of the picture
- Begin by asking a question about something which is the same, then ask about something which is different.
- At Preliminary level, the differences are ones of **state**, ie not involving actions
The aim of this part is to allow the candidate maximum opportunity to use the language of asking and answering questions
Make your own answers as brief as possible and, if the candidate is reticent to initiate, then prompt by saying 'Now you ask me a question' or 'Can you ask me another question?'
Remember that it is not necessary to find all the differences.
- You can initiate the exchange of information in various ways
'I've got a clock on the wall. What about you?'
'There's a clock in my picture. And in yours?'
'My clock says half past three. What does yours say?'
'In my picture it's sunny. What's the weather like in your picture?'
'Are there any flowers in your picture? There are four in mine.'
- Vary the ways in which you ask questions, to encourage the candidate to do so too
- Give the candidate enough time to form questions but be prepared to prompt, support and supply language if necessary
- If a candidate is worried that he/she hasn't 'finished', say 'Don't worry, that's enough'
- After 1.5 minutes, draw the exchange to a close by saying 'Thank you' and retrieving the candidate's copy of the picture
- Move on by saying, 'Now Part 4'.

Part 4 (1 minute 30 seconds)

- Use any knowledge you have about candidates to inform your choice of topic for them
- This is their opportunity to talk at greater length, so obviously it is better that they are interested in and feel comfortable with their topic. Having said this, an able candidate should be able to perform well with any topic appropriate to the level. As in Part 1, use any knowledge you have of personal circumstances to avoid giving them a potentially upsetting topic.
- Read the Interlocutor Frame and hand over a pencil and paper for any notes they might want to make
- **The notes are not returned to PQ and do not play any part in the assessment.** Some candidates might prefer to spend the 30 seconds of preparation time thinking quietly, others like to jot down a few headings or key words. If they want to write notes in their L1, that is fine. Any notes should be disposed of at the end of the session.
- While the candidate is thinking, move your chair back slightly and withdraw eye contact. Use this time to familiarise yourself with the follow-up questions for the topic
- After 30 seconds look back up and signal that it is time to begin by saying 'All right? Please start'.
- When the candidate stops, ask 1 or more of the follow-up questions as appropriate
- After 1.5 minutes, signal the end of the test by saying 'Thank you (candidate's name). End of test.'

7 Preliminary level

7.2 Grammar

Sentence structure

Simple sentences	<ul style="list-style-type: none">• word order in simple statements: subject-verb-object/adverb/adjective prepositional phrase• word order in instructions• word order in questions• <i>there is/are</i> + noun
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Verb forms

Verb forms	<p>Present reference</p> <ul style="list-style-type: none">• simple present tense of <i>be/have/do</i> and common regular verbs• present continuous of common verbs• <i>have got</i> <p>Other</p> <ul style="list-style-type: none">• yes/no questions• question words: <i>who/what/where/when/how much/how many/how old</i>• auxiliary 'do' for questions and negatives (positive only)• imperatives and negative imperatives• contracted forms appropriate to this level
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Modals, nouns, pronouns, possessives, prepositions

Modals	<ul style="list-style-type: none"> • 'can', can't (ability/inability, permission) and 'would like' (request) • not negative questions
Nouns	<ul style="list-style-type: none"> • regular and common irregular plural forms • very uncommon uncountable nouns • cardinal numbers 1-31
Pronouns	<ul style="list-style-type: none"> • Personal-subject
Possessives	<ul style="list-style-type: none"> • Possessive adjectives such as <i>my, your, his, her, its, our, their</i>
Prepositions and prepositional phrases	<ul style="list-style-type: none"> • common prepositions such as <i>at, in, on, under, next to, between, near, to, from</i> • prepositional phrases of place, time and movement, such as <i>at home, on the left, on Monday, at six o' clock</i>

Articles, determiners, adjectives, adverbs, intensifiers

Articles	<ul style="list-style-type: none"> • definite, indefinite
Determiners	<ul style="list-style-type: none"> • any, some, a lot of
Adjectives	<ul style="list-style-type: none"> • Common adjectives in front of a noun • Demonstrative adjectives: <i>this, that these those</i> • ordinal numbers 1031
Adverbs	<ul style="list-style-type: none"> • simple adverbs of place, manner and time, such as <i>here, slowly, now</i>
Intensifiers	<ul style="list-style-type: none"> • very

Discourse

Discourse	sentence connectives – <i>then, next</i>
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8 Access level

8.1 Specific guidance

Access level – 7 minutes

Part 1 (2 minutes)

- Ask every candidate the first 2 questions
'How do you spell your family name?'
'Where are you from?'
- Then choose questions from the topic areas as appropriate
- Always choose the first question from the first topic area. This is always the most personal area and so the most natural to begin with
- Announce the topic before you ask a question eg **'Travel'**
- Select the questions from different topic areas. You can ask 2 questions from the same topic area, if it seems natural and appropriate
- The number of questions you ask in Part 1 may vary from candidate to candidate. Some questions require shorter answers than others so aim for a mix of both types of question
- You can make a suitable brief comment after the candidate's response eg 'I see', 'Aha', 'Really?', 'OK' etc but don't develop the questions into a discussion
- If the candidate is nervous or reticent and gives very short answers, then either say 'Can you tell me something more about... ..?' or ask another question from the same topic area.
- If a candidate doesn't understand a question, repeat it - if it is still not understood, then say 'All right. Here's another question...' Don't try to re-phrase the question.

Part 2 (1 minute 30 seconds)

- While familiarising yourself with the paper prior to the test, you need to imagine the various scenarios which may arise during the interactions and think about how you will need to develop the conversations, eg in response to the invitation 'Would you like to come to the cinema with me tonight?', the candidate might reply positively or negatively
Make sure you have strategies for dealing with both responses eg 'Ok, do you know what films are on?' or 'What about tomorrow night, then?'
- Remember that while you may need to adopt a different persona, the candidate is always him / herself throughout the SESOL test
- Use language which is **natural and common for the level** and keep in mind the following 3 important aspects:

the function (thanking, asking, offering etc)
the context (at home, in class, on a train etc)
the roles (student / teacher, friend / friend, shop assistant / customer)

- Give each candidate **1** situation from **A** and **1** from **B**
Choose a third situation from A or B if time allows
Each dialogue should run up to 2 turns each (4 turns altogether)
- Start by saying ‘Now, Part 2. I’m going to read some situations.’
- Choose a situation from **A**. Say ‘First situation’. Read the situation and then indicate that it’s the candidate’s turn to reply

Example

Interlocutor: ‘We’re friends. I start. Can I borrow this CD of yours?’

Candidate: ‘Yes of course, no problem.’

Interlocutor: ‘When do you want it back?’

Candidate: ‘Can I have it back on Friday, please.’

- Choose a situation from **B**. Say ‘Second situation’. Read the situation and then indicate that it’s the candidate’s turn to start

Example

Interlocutor: ‘We’re strangers on a train. There’s an empty seat next to me. You want to sit down. You start.’

Candidate: ‘Excuse me, is this seat free?’

Interlocutor: ‘Yes it is.’

Candidate: ‘Do you mind if I sit here?’

Interlocutor: ‘No, please do.’

- If time allows, choose a third situation from **A** or **B**. Say ‘Third situation’. Read the situation and then indicate whether the candidate should reply or start
- Some of the situations will take longer to act out than others
Choose at least 1 situation that can be extended to 2 turns each
- Most candidates will be prepared for the role-play required in this part - if, however, you have a candidate who does not understand what to do, then use hand gestures to indicate ‘You start’ or ‘Now you reply’.
- If a candidate does not understand a situation, repeat it - if it is still not understood, then move to another situation. Care must be taken, however, not to exceed the time limit. If only 1 situation has been enacted and the 1 minute is over, then move on to Part 3.

Part 3 (1 minute 30 seconds)

- Before you start the test look at the 2 pictures (Interlocutor's copy and Candidate's copy) and notice those things which are the same and those which are different. The focus of Part 3 is asking and answering questions
Do not just describe your picture and do not allow the candidate to simply describe their picture. You must exchange information through questions and answers
- Read the Interlocutor Frame and hand over the candidate's copy of the picture
- Begin by asking a question about something which is the same, then ask about something which is different
- At this level, the differences are ones of both **state** (eg 'He's tall with dark hair') and **action** (eg 'She's sitting at her desk and eating a sandwich')

There may also be an item in the picture which requires prediction (eg 'What is the little boy in your picture going to do?' 'He's going to dive into the swimming pool'.)

The aim of this part is to allow the candidate maximum opportunity to use the language of asking and answering questions

Make your own answers as brief as possible and, if the candidate is reticent to initiate, then prompt by saying 'Now you ask me a question' or 'Can you ask me another question?'

Remember that it is not necessary to find all the differences

- You can initiate the exchange of information in various ways:
'I've got a man reading a newspaper in my picture. What about you?'
'There're two cats in my picture. And in yours?'
'My table's round with curved legs. What does yours look like?'
'In my picture it's cloudy and raining. What's the weather like in your picture?'
'How many cups are there on the shelf in your picture? There are four in mine'.
- Vary the ways in which you ask questions, to encourage the candidate to do so too
- Give the candidate enough time to form questions, but be prepared to prompt, support and supply language if necessary. If a candidate is worried that he/she hasn't 'finished', say 'Don't worry, that's enough'
- After 1 minute 30 seconds, draw the exchange to a close by saying 'Thank you' and retrieve the candidate's copy of the picture
- Move on by saying, 'Now Part 4.'

Part 4 (1 minute 30 seconds)

- Use any knowledge you have about candidates to inform your choice of topic for them

This is their opportunity to talk at greater length, so obviously it is better that they are interested in and feel comfortable with their topic. Having said this, an able candidate should be able to perform well with any topic appropriate to the level. As in Part 1, use any knowledge you have of personal circumstances to avoid giving them a potentially upsetting topic

- Read the Interlocutor Frame and hand over a pencil and paper for any notes they might want to make
- **The notes are not returned to PQ and do not play any part in the assessment.** Some candidates might prefer to spend the 30 seconds of preparation time thinking quietly, others like to jot down a few headings or key words. If they want to write notes in their L1, that is fine. Any notes should be disposed of at the end of the session.
- While the candidate is thinking, move your chair back slightly and withdraw eye contact. Use this time to familiarise yourself with the follow-up questions for the topic
- After 30 seconds look back up and signal that it is time to begin by saying 'All right? Please start.'
- During the 1 minute 30 seconds of the 'long turn' allow the candidate time to search for the required language. At this level, it is possible you may need to help and prompt by asking questions which are directly related to what the candidate is talking about
Do not ask closed questions
The formula 'Tell me something (more) about ...' is useful
Do not ask the follow up questions at this stage
- When the candidate has spoken for approximately 1 minute, ask 1 or more of the follow-up questions. These are more general questions designed to extend the talk into a conversation or discussion
- After 2 minutes, signal the end of the test by saying 'Thank you (candidate's name). End of test.'

8 Access level

8.2 Grammar

As Preliminary level and **in addition:**

Sentence structure

Simple sentences	<ul style="list-style-type: none">• <i>there was/were</i>
Compound sentences	<ul style="list-style-type: none">• use of the conjunctions <i>and/but/or</i>• word order subject-verb-(object) (+<i>and/but/or</i>) + subject-verb-(object)
Complex sentences	<ul style="list-style-type: none">• clauses of:• <i>time</i> with <i>when, before, after</i> <i>reason because,</i> <i>result so</i>• noun clause with <i>that</i>

Verb forms

Verb forms	<p>Present reference</p> <ul style="list-style-type: none">• simple present with no time focus• present continuous to express continuity <p>Past reference</p> <ul style="list-style-type: none">• past tense of regular and common irregular verbs with time markers <p>Future reference</p> <ul style="list-style-type: none">• NP + <i>be going to</i> , present continuous and time markers <p>Other</p> <ul style="list-style-type: none">• limited range of common verbs <i>+ing</i> form, such as <i>like, go</i>• verb + to + infinitive such as <i>want, hope</i>• very common phrasal verbs such as <i>get up, switch on</i>• questions such as <i>what time, how often, why, how, which</i>• simple question tags using all the verb forms at this level• contracted forms appropriate to this level
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Modals, nouns, pronouns, possessives, prepositions

modals	Modals and forms with similar meaning: <ul style="list-style-type: none"> • <i>must</i> (obligation) • <i>mustn't</i> (prohibition) • <i>have to, had got to</i> (need) • <i>can, could</i> (requests) • <i>couldn't</i> (impossibility) • <i>may</i> (permission) • single modal adverbs: <i>possibly, probably, perhaps</i>
Nouns	<ul style="list-style-type: none"> • countable and uncountable nouns • simple noun phrases • cardinal numbers up to 100 + multiples of 100
Pronouns	<ul style="list-style-type: none"> • object, reflexive
Possessives	<ul style="list-style-type: none"> • possessive pronouns such as <i>mine, yours, whose</i>
Prepositions and prepositional phrases	<ul style="list-style-type: none"> • prepositions of place, time and movement, such as <i>before, after, towards, up, down, along, across, in front of, behind, opposite</i> • prepositional phrases of place and time such as <i>after dinner, before tea</i>

Articles, determiners, adjectives, adverbs, intensifiers

Articles	<ul style="list-style-type: none"> • zero article with uncountable nouns • definite article with superlatives
Determiners	<ul style="list-style-type: none"> • <i>All, none, not (any), enough, (a) few, (a) little, many, more, most, much, no</i>
Adjectives	<ul style="list-style-type: none"> • order of adjectives • comparative superlative regular and common irregular forms • use of <i>than</i> • ordinal numbers up to 100 + multiples of 100
Adverbs	<ul style="list-style-type: none"> • simple adverbs and adverbial phrases: sequencing, time and place, frequency, manner • position of adverbs and word order of adverbial phrases
Intensifiers	<ul style="list-style-type: none"> • <i>really, quite, so, a bit</i>

Discourse

Discourse	<p>Adverbs to indicate sequence (<i>first, finally</i>) Use of substitution, (<i>I think so, I hope so</i>) Markers to structure spoken discourse (<i>Right, Well, OK</i>)</p>
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9 Achiever level

9.1 Specific guidance

Achiever level – 9 minutes

Part 1 (2 minutes)

- Ask every candidate the first two questions
'How do you spell your family name?'
'Where are you from?'
- Then choose questions from the topic areas as appropriate
- Always choose the first question from the first topic area. This is always the most personal area and so the most natural to begin with
- Announce the topic before you ask a question 'eg **'Shopping'**
- Select the questions from different topic areas. You can ask 2 questions from the same topic area, if it seems natural and appropriate
- The number of questions you ask in Part 1 may vary from candidate to candidate. Some questions require shorter answers than others so aim for a mix of both types of question
- You can make a suitable brief comment after the candidate's response eg 'I see', 'Aha', 'Really?', 'OK' etc but don't develop the questions into a discussion
- If the candidate is nervous or reticent and gives very short answers, then either say 'Can you tell me something more about...?' or ask another question from the same topic area.
- If a candidate doesn't understand a question, repeat it - if it is still not understood, then say 'All right. Here's another question...' Don't try to re-phrase the question.

Part 2 (2 minutes)

- While familiarising yourself with the paper prior to the test, you need to imagine the various scenarios which may arise during the interactions and think about how you will need to develop the conversations, eg in response to the request 'Could you help me to move some furniture in my flat this weekend?', the candidate might reply positively or negatively. Make sure you have strategies for dealing with both responses eg 'That's great. When are you free?' or 'Oh, that's a pity'.
- Remember that while you may need to adopt a different persona, the candidate is always him / herself throughout the SESOL test
- Use language which is **natural and common for the level** and keep in mind the following 3 important aspects:
the function (thanking, asking, offering etc)
the context (at home, in class, on a train etc)
the roles (student / teacher, friend / friend, shop assistant / customer)
- Give each candidate **1** situation from **A** and **1** from **B**
Choose a third situation from A or B if time allows
Each dialogue should run up to 2 turns each (4 turns altogether)
- Start by saying 'Now, Part 2. I'm going to read some situations'
- Choose a situation from **A**. Say 'First situation'. Read the situation and then indicate that it's the candidate's turn to reply

Example

Interlocutor: 'I'm a stranger in your town. I start. Excuse me, do you know where the nearest bank is?'

Candidate: 'Yes. Walk straight on and take the second turning left.'

Interlocutor: 'Is it far?'

Candidate: 'It's about five minutes from here.'

- Choose a situation from **B**. Say 'Second situation'. Read the situation and then indicate that it's the candidate's turn to start

Example

Interlocutor: 'We're friends. Invite me to stay for the weekend. You start.'

Candidate: 'Hello, it's Cristal here. Would you like to come and stay with my family for the weekend?'

Interlocutor: 'Yes. I'd love to.'

Candidate: 'Can you come on Friday night?'

Interlocutor: 'No, I'm working on Friday night. But Saturday morning's OK.'

Candidate: 'Oh, that's great.'

- If time allows, choose a third situation from **A or B**. Say 'Third situation'. Read the situation and then indicate whether the candidate should reply or start
- Some of the situations will take longer to act out than others. Choose at least 1 situation that can be extended to 2 turns each
- Most candidates will be prepared for the role-play required in this part. If however, you have a candidate who does not understand what to do, then use hand gestures to indicate 'You start' or 'Now you reply'
- If a candidate does not understand a situation, repeat it - if it is still not understood, then move to another situation. Care must be taken, however, not to exceed the time limit.

Part 3 (2 minutes)

- Before you start the test look at the Part 3 task carefully and make sure you understand what the **purpose of the task** is. The focus of Part 3 is for you and the candidate to ask and answer questions to find out each other's opinions
- The pictures are designed to stimulate discussion but if the candidate has a different suggestion or idea which is appropriate, then this is fine
- Vary the questions you ask and the opinions you give from candidate to candidate
- It's not necessary to discuss all the pictures or to finalise the decision, but candidates need to show that they can exchange ideas and express agreement or disagreement
- Read the Interlocutor Frame and hand over the candidate's copy of the picture
- Begin by asking an open question about one of the pictures, eg in a task where you are discussing what to give a teacher as a leaving present: 'What do you think about giving her some chocolates?' or 'I'm not sure about giving her money. What do you think?'
- Give the candidate time to ask you questions and to find out your opinions. Candidates who have been prepared for the test will find it easier to do this than those who haven't
- Try to reach some form of agreement, as this will give the candidate confidence in having achieved (part of) the task
- If you disagree with a candidate's opinion, do it in a way which does not affect his/her confidence, eg 'That's an interesting idea, but I think that....'
- After 2 minutes, draw the exchange to a close by saying 'Thank you' and retrieving the candidate's copy of the picture
- Move on by saying 'Now Part 4'.

Part 4 (3 minutes)

- Use any knowledge you have about candidates to inform your choice of topic for them
- This is their opportunity to talk at greater length, so obviously it is better that they are interested in and feel comfortable with their topic. Having said this, an able candidate should be able to perform well with any topic appropriate to the level. As in Part 1, use any knowledge you have of personal circumstances to avoid giving them a potentially upsetting topic.
- Read the Interlocutor Frame and hand over a pencil and paper for any notes they might want to make
- The notes are not returned to PQ and do not play any part in the assessment. Some candidates might prefer to spend the 30 seconds of preparation time thinking quietly, others like to jot down a few headings or key words. If they want to write notes in their L1, that is fine. Any notes should be disposed of at the end of the session.
- While the candidate is thinking, move your chair back slightly and withdraw eye contact. Use this time to familiarise yourself with the follow-up questions for the topic
- After 30 seconds look back up and signal that it is time to begin by saying 'All right? Please start'
- During the 1 minute 30 seconds of the 'long turn' allow the candidate time to search for the required language
- When the candidate has spoken for approximately 1 minute, 30 seconds, ask 1 or more of the follow-up questions. These are more general questions designed to extend the talk into a conversation or discussion
- After 3 minutes, signal the end of the test by saying 'Thank you (candidate's name). End of test'.

9 Achiever level

9.2 Grammar

As Access level and **in addition:**

Sentence structure

Simple sentences	<ul style="list-style-type: none"> • <i>there has/have been</i> • <i>there will be/there is going to be</i>
Compound sentences	
Complex sentences	<ul style="list-style-type: none"> • word order in complex sentences • complex sentences with one subordinate clause • defining relative clauses with <i>who, which, that</i> • clause as subject/object

Verb forms

Verb forms	<p>Present/Past reference present perfect with <i>since/for; ever/never; yet/already, just</i></p> <p>Past reference <i>used to</i> for regular actions in the past past continuous Future reference future simple verb forms, NP + <i>will</i></p> <p>Other zero and 1st conditional range of verbs + <i>-ing</i> form <i>to</i> + infinitive to express purpose common phrasal verbs and position of object pronouns, such as <i>I looked it up</i> simple reported/embedded statements and questions question tags using all verbs appropriate at this level contracted forms appropriate to this level</p>
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Modals, nouns, pronouns, possessives, prepositions

Modals	Modals and forms with similar meaning: <ul style="list-style-type: none"> • <i>Should</i> (obligation, advice) • <i>Might, may, will probably</i> (possibility and probability in the future) • <i>would/should</i> (advice) • <i>need to</i> (obligation) • <i>needn't</i> (lack of obligation) • <i>will definitely</i> (certainly in the future) • <i>may I</i> (asking for permission) • <i>I'd rather</i> (stating preference)
Nouns	noun phrases with pre- and post-modification such as <i>fair-haired people with sensitive skin</i> all cardinal numbers
Pronouns	
Possessives	As Access
Prepositions and prepositional phrases	wide range of prepositions, such as <i>beyond, above, beneath, below</i> prepositional phrases, such as <i>in her twenties, of average height, in the top right hand corner</i>

Articles, determiners, adjectives, adverbs, intensifiers

Articles	<ul style="list-style-type: none"> • definite article with post-modification, such as <i>The present you gave me</i> • use of indefinite article in definitions, such as <i>an architect is a person who designs buildings</i>
Determiners	<ul style="list-style-type: none"> • a range of determiners eg <i>all, the, most, both</i>
Adjectives	<ul style="list-style-type: none"> • Adjectives ending –ed +ing such as <i>tired</i> and <i>tiring</i> • Comparative and superlative adjectives • Comparative structures, such as <i>as... ..as, looks like/is like</i> • all ordinal numbers
Adverbs	<ul style="list-style-type: none"> • more complex adverbial phrases of time, place, frequency, manner, such as <i>as soon as possible</i>
Intensifiers	<ul style="list-style-type: none"> • a range of intensifiers such as <i>too, enough</i>

10 Communicator level

10.1 Specific guidance

Communicator level – 10 minutes

Part 1 (2 minutes)

- Ask every candidate the first 2 questions:
'How do you spell your family name?'
'Where are you from?'
- Then choose questions from the topic areas as appropriate
- Always choose the first question from the first topic area. This is always the most personal area and so the most natural to begin with
- Announce the topic before you ask a question 'eg **'Home Life'**
- Select the questions from different topic areas
You can ask 2 questions from the same topic area, if it seems natural and appropriate
- The number of questions you ask in Part 1 may vary from candidate to candidate.
- Some questions require shorter answers than others so aim for a mix of both types of question
- You can make a suitable brief comment after the candidate's response eg 'I see', 'Aha', 'Really?', 'OK' etc but don't develop the questions into a discussion
- If the candidate is nervous or reticent and gives very short answers, then either say 'Can you tell me something more about...?' or ask another question from the same topic area
- If a candidate doesn't understand a question, repeat it - if it is still not understood, then say 'All right. Here's another question...' Don't try to re-phrase the question.

Part 2 (2 minutes)

- While familiarising yourself with the paper prior to the test, you need to imagine the various scenarios which may arise during the interactions and think about how you will need to develop the conversations, eg in response to the request 'I've run out of coffee. Could you lend me some please?' the candidate might reply positively or negatively
Make sure you have strategies for dealing with both responses eg 'Thanks a lot' or 'Oh, never mind. Thanks anyway.'
- Remember that while you may need to adopt a different persona, the candidate is always him / herself throughout the SESOL test
- Use language which is **natural and common for the level** and keep in mind the following 3 important aspects
the function (thanking, asking, offering etc)
the context (at home, in class, on a train etc)
the roles (student / teacher, friend / friend, shop assistant / customer)
- Give each candidate **1** situation from **A** and **1** from **B**
Choose a third situation from A or B if time allows
Each dialogue should run up to 2 turns each (4 turns altogether)
- Start by saying 'Now, Part 2. I'm going to read some situations.'
- Choose a situation from **A**. Say 'First situation.' Read the situation and then indicate that it's the candidate's turn to reply

Example

Interlocutor: 'I'm a stranger in your town. I start. Excuse me, where's the best place to eat round here?'

Candidate: 'Do you like Italian food?'

Interlocutor: 'Yes, very much.'

Candidate: 'Right, well there's a nice pizza restaurant just round the corner.'

Interlocutor: 'Thanks.'

Candidate: 'You're welcome.'

- Choose a situation from **B**. Say 'Second situation.' Read the situation and then indicate that it's the candidate's turn to start

Example

Interlocutor: 'You're in a hotel. I'm the manager. There's a problem with your room. You start.'

Candidate: 'Excuse me, but there's a problem with my room.'

Interlocutor: 'Oh dear. What's the matter with it?'

Candidate: 'Well, I booked a room with a bath and shower and my room only has a shower.'

Interlocutor: 'Oh. I'm sorry about that. Let me find out what other rooms are free.'

Candidate: 'Thank you.'

- If time allows, choose a third situation from A or B. Say 'Third situation'. Read the situation and then indicate whether the candidate should reply or start
- Some of the situations will take longer to act out than others. Choose at least 1 situation that can be extended to 2 turns each.

- Most candidates will be prepared for the role-play required in this part – if however, you have a candidate who does not understand what to do, then use hand gestures to indicate ‘You start’ or ‘Now you reply’
- if a candidate does not understand a situation, repeat it - if it is still not understood, then move to another situation. Care must be taken, however, not to exceed the time limit.

Part 3 (3 minutes)

- Before you start the test look at the Part 3 task carefully and make sure you understand what the purpose of the task is. The focus of Part 3 is for you and the candidate to ask and answer questions to find out each other’s opinions
- You and the candidate have different information about a common topic, eg you both have different free dates in a diary and different information about films showing at local cinemas. You have to decide when and where to go
- The tasks are designed to reflect plans and arrangements which are made in everyday life - you and the candidate may need to imagine that you are friends, class mates, neighbours etc. During preparation for the test, candidates should be encouraged to take the initiative, challenge your suggestions and ask questions
- Begin by reading the rubric and giving the candidate 20 seconds to read the task you have handed over and think about how to start the interaction
- Give the candidate time to ask you questions and to make suggestions
Feel free to disagree with the candidate but make it non-confrontational, eg
‘Well, we could do that, but what about.... Instead?’
Remember that many candidates don’t like to challenge you as the Interlocutor, so make it easy for them to do so, by being positive and friendly
- Don’t worry if the task isn’t fully completed within the 3 minutes, although you should aim to reach some form of agreement in the time allowed
- After 3 minutes, draw the exchange to a close by saying ‘Thank you’ and retrieving the candidate’s copy of Part 3
- Move on by saying, ‘Now Part 4’.

Part 4 (3 minutes)

- Use any knowledge you have about candidates to inform your choice of topic for them
- This is their opportunity to talk at greater length, so obviously it is better that they are interested in and feel comfortable with their topic. Having said this, an able candidate should be able to perform well with any topic appropriate to the level. As in Part 1, use any knowledge you have of personal circumstances to avoid giving them a potentially upsetting topic
- Read the Interlocutor Frame and hand over a pencil and paper for any notes they might want to make
- **The notes are not returned to PQ and do not play any part in the assessment.** Some candidates might prefer to spend the 30 seconds of preparation time thinking quietly, others like to jot down a few headings or key words. If they want to write notes in their L1, that is fine. Any notes should be disposed of at the end of the session
- While the candidate is thinking, move your chair back slightly and withdraw eye contact - use this time to familiarise yourself with the follow-up questions for the topic
- After 30 seconds look back up and signal that it is time to begin by saying 'All right? Please start.'
- During the 1 minute 30 seconds of the 'long turn' allow the candidate time to search for the required language
- When the candidate has spoken for approximately 1 minute and 30 seconds, ask 1 or more of the follow-up questions. These are more general questions designed to extend the talk into a conversation or discussion
- After 3 minutes, signal the end of the test by saying 'Thank you (candidate's name). End of test.'

10 Communicator level

10.2 Grammar

As Achiever and **in addition**:

Sentence structure

Simple, compound and complex sentences with subordinate clauses	<ul style="list-style-type: none">• word order in sentences with more than one subordinate clause• <i>there had been</i>• use of common conjunctions expressing contrast, purpose, consequence, condition, concession• non-defining relative clauses• defining relative clauses with <i>where, whose, when</i>• defining relative clauses without relative pronouns• participial clauses describing action• with <i>-ing</i>
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Verb forms

Verb forms	Present/Past reference <ul style="list-style-type: none">• present perfect continuous Past reference <ul style="list-style-type: none">• past perfect Other <ul style="list-style-type: none">• simple passive• use of 2nd and 3rd conditional• verbs + (object) + gerund or infinitive such as '<i>would like someone to do something</i>', + '<i>suggest doing something</i>'• causative use of <i>have</i> and <i>get</i>• reported speech with a range of tenses• wider range of phrasal verbs such as <i>give up, hold out</i>• reported requests and instructions• question tags using tenses appropriate to this level• contracted forms appropriate to this level
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Modals, nouns, pronouns, possessives, prepositions

Modals	<ul style="list-style-type: none"> • <i>ought to</i> (obligation) • negative of <i>need</i> and <i>have to</i> to express absence of obligation • <i>must/can't</i> (deduction)
Nouns	<ul style="list-style-type: none"> • wider range of noun phrases with pre- and post-modification • word order of determiners eg <i>all my books</i>
Prepositions and prepositional phrases	<ul style="list-style-type: none"> • wider range of prepositions including <i>despite, in spite of</i> • collocations of verbs/nouns + prepositions such as <i>point at, have an interest in</i> • preposition + -ing form such as <i>after leaving</i>

Articles, determiners, adjectives, adverbs, intensifiers

Articles	<ul style="list-style-type: none"> • definite, indefinite and zero article with both countable and uncountable nouns in a range of uses
Adjectives	<ul style="list-style-type: none"> • comparisons with <i>fewer</i> and <i>less</i> • collocation of adjective + preposition such as <i>responsible for</i>
Adverbs	<ul style="list-style-type: none"> • adverbial phrases of degree, extent, probability • comparative and superlative of adverbs
Intensifiers	<ul style="list-style-type: none"> • wide range such as <i>extremely, much too</i>

Discourse

Discourse	<ul style="list-style-type: none"> • a range of discourse markers expressing addition, cause and effect, contrast (<i>however</i>), sequence and time (<i>at a later date</i>) • markers to structure spoken discourse (<i>as I was saying</i>) • use of ellipsis in informal speech and writing, (<i>sounds good</i>)
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11 Expert level

11.1 Specific guidance

Expert level – 12 minutes

Part 1 (2 minutes)

- Ask every candidate the first 2 questions
'How do you spell your family name?'
'Where are you from?'
- Then choose questions from the topic areas as appropriate
- Always choose the first question from the first topic area
This is always the most personal area and so the most natural to begin with
- Announce the topic before you ask a question 'eg 'Family''
- Select the questions from different topic areas. You can ask 2 questions from the same topic area, if it seems natural and appropriate
- The number of questions you ask in Part 1 may vary from candidate to candidate. Some questions require shorter answers than others so aim for a mix of both types of question
- You can make a suitable brief comment after the candidate's response eg 'I see', 'Aha', 'Really?', 'OK' etc but don't develop the questions into a discussion
- At this level, candidate should experience no problems in giving personal information or opinions. If the candidate is nervous or reticent and gives very short answers, then either say
'Can you tell me something more about...?' or
ask another question from the same topic area
- If a candidate doesn't understand a question, repeat it - if it is still not understood, then say
'All right. Here's another question...'. Don't try to re-phrase the question.

Part 2 (2 minutes)

- While familiarising yourself with the paper prior to the test, you need to imagine the various scenarios which may arise during the interactions and think about how you will need to develop the conversations, eg in response to the question ‘Someone has broken the photocopier. Do you know anything about this?’ The candidate might reply positively or negatively. Make sure you have strategies for dealing with both responses
- Remember that while you may need to adopt a different persona, the candidate is always him / herself throughout the SESOL test
- Use language which is natural and common for the level and keep in mind the following 3 important aspects
the function (thanking, asking, offering etc)
the context (at home, in class, on a train etc)
the roles (student / teacher, friend / friend, shop assistant / customer)
- Give each candidate **1** situation from **A** and **1** from **B**
Choose a third situation from A or B if time allows
Each dialogue should run up to 2 turns each (4 turns altogether)
- Start by saying ‘Now, Part 2. I’m going to read some situations.’
- Choose a situation from A. Say ‘First situation’. Read the situation and then indicate that it’s the candidate’s turn to reply

Example

- Interlocutor: ‘I’m your friend. I start. I get really nervous before exams. Have you got any tips for me?’
- Candidate: ‘Have you ever tried yoga?’
- Interlocutor: ‘No, I haven’t. Do you think it would help?’
- Candidate: ‘Yes I do. It helps you to breathe evenly, to relax and also to focus your mind. I’ve got a book you could borrow.’
- Interlocutor: ‘That would be great. Thanks.’
- Candidate: ‘No problem. I’ll give it to you tomorrow.’

- Choose a situation from B. Say ‘Second situation.’ Read the situation and then indicate that it’s the candidate’s turn to start

Example

Interlocutor: ‘You’re in a restaurant. I’m your waiter. You think there’s a mistake with the bill. You start.
 Candidate: ‘Excuse me, but there’s a mistake with my bill.’
 Interlocutor: ‘Oh really? Where?’
 Candidate: ‘Here. You’ve charged for two desserts and we only had one. And you’ve charged for water too. Surely that’s free?’
 Interlocutor: ‘No, we always charge for water. It’s bottled water, you know.’
 Candidate: ‘I thought it was tap water. But what about the mistake over the desserts?’
 Interlocutor: ‘I’m sorry about that. I’ll change it immediately.’
 Candidate: ‘Thank you.’

- If time allows, choose a third situation from A or B. Say ‘Third situation’. Read the situation and then indicate whether the candidate should reply or start
- Some of the situations will take longer to act out than others. Choose at least 1 situation that can be extended to 2 turns each
- Most candidates will be prepared for the role-play required in this part - if however, you have a candidate who does not understand what to do, then use hand gestures to indicate ‘You start’ or ‘Now you reply’.
- If a candidate does not understand a situation, repeat it - if it is still not understood, then move to another situation. Care must be taken, however, not to exceed the time limit.

Part 3 (4 minutes)

- Before you start the test look at the Part 3 task carefully and make sure you understand what the purpose of the task is. The focus of Part 3 is for you and the candidate to engage in discussion in order to
 - Perform a specific task and/or
 - Reach an agreement and/or
 - Persuade each other to your point of view
- You and the candidate have the same input, which may be
 - A question or statement with 6-8 aspects for discussion
 - A 6-8 aspect spidergram with topic or question at the centre
 - A list (6-8 items) for ranking or prioritising
 - A list (6-8 items) for discussing and eliminating
 - A list (6-8 items) for discussing and hypothesising
- The topics are taken from the Topics List for this level and do not require specialist knowledge. You and the candidate are, however, required to have a grasp of contemporary issues
- Begin by reading the rubric and giving the candidate 20 seconds to read the task you have handed over and think about how to start the interaction
- During preparation for the test, candidates should be encouraged to take the initiative, to challenge your suggestions and to ask you questions
- Make sure you give candidates the opportunity to do this, even if it means a few moments' silence during the discussion
- Remember that many candidates don't like to challenge you as the Interlocutor, so make it easy for them to do so, by being positive and friendly
- Feel free to disagree with the candidate but make it non- confrontational eg 'That's interesting, but don't you think that...?'
- Keep your contributions as brief as possible. Try to vary your views from one candidate to the next
- It is not essential for the task to be completed within the time limit, but you should both aim to do so.
- After 4 minutes, draw the exchange to a close by saying 'Thank you' and retrieving the candidate's copy of Part 3
- Move on by saying, 'Now Part 4.'

Part 4 (4 minutes)

- Use any knowledge you have about candidates to inform your choice of topic for them
- This is their opportunity to talk at greater length, so obviously it is better that they are interested in and feel comfortable with their topic. Having said this, an able candidate should be able to perform well with any topic appropriate to the level. As in Part 1, use any knowledge you have of personal circumstances to avoid giving them a potentially upsetting topic
- Read the Interlocutor Frame and hand over a pencil and paper for any notes they might want to make
- The notes are not returned to PQ and do not play any part in the assessment. Some candidates might prefer to spend the 30 seconds of preparation time thinking quietly, others like to jot down a few headings or key words. If they want to write notes in their L1, that is fine. Any notes should be disposed of at the end of the session
- While the candidate is thinking, move your chair back slightly and withdraw eye contact. Use this time to familiarise yourself with the follow-up questions for the topic.
- After 30 seconds look back up and signal that it is time to begin by saying 'All right? Please start.'
- During the 'long turn' allow the candidate time to search for the required language and to organise the discourse without prompting from you. Don't interrupt with comments or questions at this stage
- When the candidate has spoken for approximately 2 minutes, ask 1 or more of the follow-up questions. These are more general questions designed to extend the talk into a conversation or discussion
- After 4 minutes, signal the end of the test by saying 'Thank you (candidate's name). End of test.'

11 Expert level

11.2 Grammar

As Communicator and **in addition:**

Sentence structure

Simple, compound and complex sentences with subordinate clauses	<ul style="list-style-type: none">• word order in complex sentences, including order selected for emphasis• <i>there could be/would be/should be</i>• <i>could have/would have/should have</i>• wider range of conjunctions including <i>on condition that, provided that</i>• comparative clauses• more complex participial clauses describing action with <i>-ed</i>
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Verb forms

Verb forms	<ul style="list-style-type: none">• all verb forms active and passive <p>Other</p> <ul style="list-style-type: none">• <i>would</i> expressing habit in the past• mixed conditionals• reported speech with full range of tenses and introductory verbs• extended phrasal verbs such as <i>get round to, carry on with</i>• question tags using all tenses• imperative + question tag• contracted forms appropriate to this level
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Modals, nouns, pronouns, possessives, prepositions

Modals	<ul style="list-style-type: none">• <i>should have/might have/may have /could have/must have</i> and negative forms of these• <i>can't have, needn't have</i>
Nouns	<ul style="list-style-type: none">• extended range of complex noun phrases
Prepositions and prepositional phrases	<ul style="list-style-type: none">• preposition + <i>having</i> + past participle such as <i>'having eaten'</i>

Articles, determiners, adjectives, adverbs, intensifiers

Articles	<ul style="list-style-type: none">• definite, indefinite and zero article with both countable and uncountable nouns in a range of uses
Adjectives	<ul style="list-style-type: none">• comparisons with <i>fewer</i> and <i>less</i>• collocation of adjective + preposition such as <i>responsible for</i>
Adverbs	<ul style="list-style-type: none">• adverbial phrases of degree, extent, probability• comparative and superlative of adverbs
Intensifiers	<ul style="list-style-type: none">• collocation of intensifiers with absolute and relative adjectives such as '<i>absolutely gorgeous</i>', '<i>very pretty</i>'

Discourse

Discourse	<ul style="list-style-type: none">• a range of discourse markers, (<i>in this respect, accordingly</i>)• sequence markers, (<i>subsequently</i>)• a wider range of discourse markers to structure formal and informal speech (<i>can we now turn to</i>)
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12 Mastery level

12.1 Specific guidance

Mastery level – 15 minutes

Part 1 (3 minutes)

- Ask every candidate the first 2 questions
How do you spell your family name?
Where are you from?
- Then choose questions from the topic areas as appropriate
- Always choose the first question from the first topic area. This is always the most personal area and so the most natural to begin with
- Announce the topic before you ask a question, eg 'Relationships'
- Select the questions from different topic areas. You can ask 2 questions from the same topic area, if it seems natural and appropriate
- The number of questions you ask in Part 1 may vary from candidate to candidate. Some questions require shorter answers than others so aim for a mix of both types of question
- You can make a suitable brief comment after the candidate's response eg 'I see', 'Aha', 'Really?', 'OK' etc but don't develop the questions into a discussion
- At this level, candidate should experience no problems in giving personal information or opinions. If the candidate is nervous or reticent and gives very short answers, then either say 'Can you tell me something more about...?' or ask another question from the same topic area.
- If a candidate doesn't understand a question, repeat it - if it is still not understood, then say 'All right. Here's another question...' Don't try to re-phrase the question.

Part 2 (3 minutes)

- While familiarising yourself with the paper prior to the test, you need to imagine the various scenarios which may arise during the interactions and think about how you will need to develop the conversations, eg in response to the question 'My sister's only 18 and wants to get married before completing her studies. What should I advise her?' The candidate may give various responses. Make sure you have strategies for dealing with them
- Remember that while you may need to adopt a different persona, the candidate is always him / herself throughout the SESOL test

- Use language which is natural and common for the level and keep in mind the following 3 important aspects
the function (thanking, asking, offering etc)
the context (at home, in class, on a train etc)
the roles (student / teacher, friend / friend, shop assistant / customer)
- Give each candidate 1 situation from A and 1 from B
Choose a third situation from A or B if time allows
Each dialogue should run up to 2 -3 turns each (4-6 turns altogether)
- Start by saying 'Now, Part 2. I'm going to read some situations.'
- Choose a situation from A. Say 'First situation.' Read the situation and then indicate that it's the candidate's turn to reply

Example

Interlocutor: 'I'm a university lecturer in your subject. You want to study in the department where I work. I start. So why do you want to study here?'

Candidate: 'Because I've heard that it's the best archaeology department in the county.'

Interlocutor: 'And what aspects of archaeology are you most interested in?'

Candidate: 'Well, at the moment I'm doing research inetc.'

- Choose a situation from B. Say 'Second situation'. Read the situation and then indicate that it's the candidate's turn to start

Example

Interlocutor: 'I'm your bank manager. You want to borrow a sum of money. You start.'

Candidate: 'Good morning. I'm looking to take out a loan of thirty thousand pounds.'

Interlocutor: 'Thirty thousand! That's quite a considerable sum.'

Candidate: 'Yes it is. A colleague and I are hoping to open a restaurant and we need a loan to start us off.'

Interlocutor: 'I see. Can you tell me a little more about this proposal?'

Candidate: 'Yes well, we've drawn up a business plan which we thought you might like to look at ...'

- If time allows, choose a third situation from A or B
Say 'Third situation'. Read the situation and then indicate whether the candidate should reply or start
- Some of the situations will take longer to act out than others
Choose at least 1 situation that can be extended to 3 turns each
At this level you must make sure that you give the candidate every opportunity to expand and use a full range of functional language
- Most candidates will be prepared for the role-play required in this part - if, however, you have a candidate who does not understand what to do, then use hand gestures to indicate 'You start' or 'Now you reply.'
- If a candidate does not understand a situation, repeat it - if it is still not understood, then move to another situation. Care must be taken, however, not to exceed the time limit.

Part 3 (4 minutes)

- Before you start the test look at the Part 3 task carefully and make sure you understand what the purpose of the task is. The focus of Part 3 is for you and the candidate to engage in discussion in order to
 - Perform a specific task and/or
 - Reach an agreement and/or
 - Persuade each other to your point of view
- You and the candidate have the same input, which may be
 - A question or survey results requiring discussion
 - A theme-related spidergram
 - A list for ranking or prioritising
 - A list for discussing, eliminating or hypothesising aspects of a topic to be discussed, planned or finalised
- The topics are taken from the Topics List for this level and do not require specialist knowledge of any academic or technical subject. You and the candidate are, however, required to have a grasp of contemporary issues
- Begin by reading the rubric and giving the candidate 20 seconds to read the task you have handed over and think about how to start the interaction
- During preparation for the test, candidates should be encouraged to take the initiative, to challenge your suggestions and to ask you questions
Make sure you give candidates the opportunity to do this, even if it means a few moments' silence during the discussion
Remember that many candidates don't like to challenge you as the Interlocutor, so make it easy for them to do so, by being positive and friendly
- Feel free to disagree with the candidate but make it non- confrontational
eg 'That's interesting, but don't you think that...?'
- Keep your contributions as brief as possible. Try to vary your views from one candidate to the next
- It is not essential for the task to be completed within the time limit, but you should both aim to do so
- After 4 minutes, draw the exchange to a close by saying 'Thank you' and retrieving the candidate's copy of Part 3
- Move on by saying 'Now Part 4.'

Part 4 (5 minutes)

Use any knowledge you have about candidates to inform your choice of topic for them.

This is their opportunity to talk at greater length, so obviously it is better that they are interested in and feel comfortable with their topic. Having said this, an able candidate should be able to perform well with any topic appropriate to the level. As in Part 1, use any knowledge you have of personal circumstances to avoid giving them a potentially upsetting topic

Read the Interlocutor Frame and hand over a pencil and paper for any notes they might want to make

The notes are not returned to PQ and do not play any part in the assessment. Some candidates might prefer to spend the 30 seconds of preparation time thinking quietly, others like to jot down a few headings or key words. If they want to write notes in their L1, that is fine. Any notes should be disposed of at the end of the session

While the candidate is thinking, move your chair back slightly and withdraw eye contact. Use this time to familiarise yourself with the follow-up questions for the topic

After 30 seconds look back up and signal that it is time to begin by saying 'All right? Please start.'

During the 'long turn' allow the candidate time to search for the required language and to organise the discourse without prompting from you

- Don't interrupt with comments or questions unless the candidate comes to a complete halt
- If the candidate does 'dry up', then move on to the follow-up questions

When the candidate has spoken for approximately 3 minutes, ask 1 or more of the follow-up questions. These are more general questions designed to extend the talk into a conversation or discussion

After 4 minutes, signal the end of the test by saying 'Thank you (candidate's name). End of test.'

12 Mastery level

12.2 Grammar

As Expert and **in addition**:

Sentence structure

Simple, compound and complex sentences with subordinate clauses	<ul style="list-style-type: none">• full range of conjunctions
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Verb forms

Verb forms	<ul style="list-style-type: none">• All verb forms active and passive <p>Other</p> <ul style="list-style-type: none">• <i>would</i> expressing habit in the past• mixed conditionals• reported speech with full range of tenses and introductory verbs• extended phrasal verbs such as <i>get round to</i>, <i>carry on with</i>• question tags using all tenses• imperative + question tag• contracted forms appropriate to this level
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Modals, nouns, pronouns, possessives, prepositions

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Articles, determiners, adjectives, adverbs, intensifiers

Articles	<ul style="list-style-type: none">definite, indefinite and zero article with both countable and uncountable nouns in a range of uses
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Adverbs	<ul style="list-style-type: none">adverbial phrases of degree, extent, probabilitycomparative and superlative of adverbs
Intensifiers	<ul style="list-style-type: none">collocation of intensifiers with absolute and relative adjectives such as '<i>absolutely gorgeous</i>', '<i>very pretty</i>'

Discourse

Discourse	<ul style="list-style-type: none">a full range of discourse markers adapted to context and register
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13 Checklist for Interlocutors

Before the start of the tests, the Interlocutor must:

- arrange the test room and waiting areas
- ensure there are sufficient sound recorders and blank tapes/CDs
- check the microphones and the sound levels
- have a supply of paper and pencils
- read the test paper and the Interlocutor Guide thoroughly
- check with the Test Supervisor that candidates leaving the Test Room will not have contact with those waiting for their tests

During each test, the Interlocutor must:

- complete the candidate's details on the mark sheets
- introduce the test session by giving the date and level, followed by the first candidate's name
- keep to the Interlocutor frame script
- keep to the prescribed timings by keeping a discreet eye on a clock or watch
- avoid asking closed questions
- avoid saying 'fine' 'great' 'well done' etc
- be friendly, encouraging and use eye contact where appropriate
- give the candidates opportunity to talk and only prompt or interrupt where absolutely necessary
- avoid correcting candidates' errors
- hand out and retrieve Part 3 tasks and paper and pencil used by the candidate in Part 4, at the prescribed times

After the tests, the Interlocutor must:

- rewind all tapes to the beginning of the first test
- write the level and candidates' names in the order in which they appear, on both sides A and B of the cassette/CD cover
- ensure that the candidates' names match those on the attendance register
- in terms of order of appearance spelling
- store the tapes/CDs in a locked place until their despatch to City & Guilds.

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