

# 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 Examinations

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# **Introduction**

## The City & Guilds Interlocutor

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

The guide will explain the administrative responsibilities of the Interlocutor by describing what is required before, during, and after each examination. It also provides guidance and advice on how to conduct each part of the examination at all levels.

Further information and guidance on all aspects of City & Guilds International SESOL examinations can be found in the Regulations for the Conduct of Examinations, and the ISESOL Qualification Handbook, both of which can be found at [www.cityandguildsenglish.com](http://www.cityandguildsenglish.com).

# Introduction

## Key responsibilities of the Interlocutor

The Interlocutor is responsible for conducting City & Guilds International Spoken ESOL examinations. They elicit the spoken performance of the candidate by asking questions or setting up speaking tasks using the scripted Interlocutor Framework.

The Interlocutor must be:

- fluent in spoken English
- suitably qualified and experienced in the Teaching of English as a Foreign Language
- fully familiar with the 6 levels of the Common European Framework (CEFR)
- able to adjust their language to reflect the 6 levels of the CEFR
- highly skilled at eliciting

The Interlocutor may be a native-speaker or non-native speaker of English. They must have an excellent command of English, and be able to use the language to high degrees of skill in order to elicit language at an appropriate level from the candidate. A wide range of spoken skills are tested: long turns, short turns, interactional and transactional language.

All recorded live exams must be sent directly to City & Guilds where they are marked centrally by examiners who do not know the candidates. **Interlocutors do not examine or assess the candidate's performance.**

To ensure all candidates have an equal chance of giving their best performance, the examinations must be conducted fairly and consistently and in accordance with the rules and regulations laid down by City & Guilds.

The Interlocutor must:

- be fully familiar with the contents of:
  - The Guide for Interlocutors
  - The International Spoken SESOL Handbook
  - The Regulations for the Conduct of Examinations
- manage the interaction in the exam and facilitate the candidate's performance
- be able to attend City & Guilds training prior to posting
- help set up the examination room
- be completely familiar with the scripted Interlocutor Framework for each level of the International Spoken ESOL exams and deliver it as accurately as possible
- read each exam paper thoroughly before using it in a live exam
- adjust own use of English and speed of delivery as is appropriate for the level of the exam
- keep to the prescribed timings for all parts of the exam
- ensure that all candidates are treated fairly and given an equal opportunity to speak
- take a 15 minute break after running 12 consecutive exams at Preliminary and Access levels, and after 8 consecutive exams at Achiever level and above
- take a 10 minute level-change break between groups of candidates who are entered at different levels
- conduct the exam in accordance with City & Guilds Regulations for the Conduct of Examinations

- ensure the security of examination material at all times
- access the City & Guilds MyCertis system to verify that each candidate and identification produced on the day of the exam matches that in MyCertis
- record spoken examinations in digital format
- ensure the examinations are recorded live with the candidate in the same room
- ensure that all the administration connected with the live exam recordings is accurately carried out.
- ensure all necessary procedures are in place to prevent malpractice during the examination
- ensure that all examination scripts are collected immediately after the examination and handed to the person responsible for despatching them
- undertake to offer the services set out above within the specified times and in accordance with City & Guilds' procedures.

During each examination, an Invigilator will must be available for all aspects of the examination outside the Exam Room.

The **Invigilator** is responsible for:

- checking the identity of each candidate prior to the exam
- ensuring that candidates wait in a designated area prior to their exam taking place
- showing candidates into the Exam Room at the appropriate time
- ensuring that candidates who have completed their exam do not mix with those who are still waiting to go into the Exam Room
- ensuring that timings are adhered to as accurately as possible, if necessary by pointing out to the Interlocutor between candidates that each exam is taking too long or not long enough
- ensuring that candidates do not bring unauthorised material into the exam room
- ensuring that people moving around in the vicinity of the Exam Room remain quiet.

# Preparing for the examination

## Facilities and equipment

The following must be available for each exam session:

### Examination 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. The room must also be checked to ensure the lighting and temperature are conducive to a comfortable exam environment. Posters which may be relevant to the examination must be covered or removed.

### Examination Signs

'Quiet, examination in progress', 'No mobile phones' and the 'Warning to Candidates' posters must be displayed outside the Exam Room.

### Waiting Room

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

### Voice Recorder

A digital voice recorder must be provided, together with sufficient memory and battery capacity for recording all candidate exams. It is recommended that the digital voice recorder is able to record directly to WMA (Windows Media Audio) or MP3 (Media Player) format, with a setting of 33kpb/s.

### PC/Laptop

Each sound file must be transferred from the voice recorder to a laptop or PC, in either WMA or MP3 formats. Each sound file must be no larger than 7MB in size. The laptop must have internet enabled to allow the upload of sound files to the City & Guilds Mycertis system after the exam session.

### Stationery

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

### Exam Papers Envelope

Exam material must be checked to ensure the correct material has been sent. This can be checked up to 10 days before the exam (4 days for UK centres). Each envelope has a window through which the subject, level of examination and date of examination are visible.

### Reference Material

A copy of the Regulations for the Conduct of Examinations and The Guide for Interlocutors should be available for reference.

# Preparing for the examination

## Interlocutor preparation before the exam session

### Exam Paper

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

You must read the whole paper carefully and familiarise yourself fully with:

- the contents
- the scripted Interlocutor Framework
- the questions
- the subjects covered
- the timings for each section of the examination

You should also use this time to prepare or think about any additional questions or comments that may be required, depending on the candidate's comments or replies. Make sure you check any unknown vocabulary prior to the exam.

### Invigilation Certificate

You must check the identity of each candidate against the details shown in the Invigilation Certificate. The certificate is also used to record who was present, and who wasn't. Only candidates shown on the Invigilation Certificate are allowed to sit the examination.

### Examining recording equipment

You must ensure that the voice recorder provided in the Exam Room is working properly. The equipment should be tested with two people speaking into the recorder 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 exam 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 exam session as follows

- Start the voice recorder
- Record the following: 'City & Guilds International Spoken ESOL test, (level), (date). Start of examination session.'
- Switch off the voice recorder.

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

## Before, during and after the examination

### Interlocutor's administrative responsibilities

#### Introducing and signing off each candidate

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

- Switch on the voice recorder
- Say '(Give candidate's name). Test begins'
- Leave the voice recorder running for the duration of the exam
- At the end of the exam, say 'Thank you. That is the end of the test. (Give candidate's name.) End of test.'
- Switch off the voice recorder until the next candidate is ready to begin
- Repeat the above process for each candidate

#### Signing off the exam session

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

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

#### After the exam session

If you are responsible for dispatching the exams to City & Guilds, you must follow these steps:

- Transfer the recordings to a PC/Laptop. All files must be in WMA or MP3 format and double-checked that they have been transferred correctly by listening to the introduction and checking the length of the recording. Each recording must be no larger than 7MB.
- Save each recording with the candidate's enrolment number eg **XYZ1234**\_Jones.wma
- Upload all recordings to the City & Guilds Mycertis system once the exam session has finished. An internet connection is required for this step.

NB: ALL paperwork must be returned to City & Guilds. It is not permitted for any copies of exam material to be retained by the Centre.

# The Six Levels of the International Spoken ESOL

City & Guilds International Spoken ESOL qualifications are available at six levels, from beginner to highly advanced. Each level has been mapped to the Common European Framework of Reference (CEFR) and is accredited on the National Qualifications Framework of England, Wales and Northern Ireland (NQF).

## Comparative Levels Chart

<b>Examination</b>	<b>CEFR Level</b>	<b>NQF Level</b>
Preliminary	A1	Entry 1
Access	A2	Entry 2
Achiever	B1	Entry 3
Communicator	B2	Level 1
Expert	C1	Level 2
Mastery	C2	Level 3

The differences between the 6 levels are found in the:

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

Full details on length of the exam, the nature of the tasks, and the linguistic difficulty and complexity can be found later in this guide.

The full range of topics and functions can be found in the ISESOL Qualification Handbook.

# The Four Parts of International Spoken ESOL

The focus of the four parts of International Spoken ESOL is the same at each level.

## General overview

Part	Focus	Task
Part 1	Giving personal information	<ul style="list-style-type: none"><li>• Give and spell family name</li><li>• Say where they're from</li><li>• Answer (up to) five questions</li></ul>
Part 2	Communicating in everyday situations	<ul style="list-style-type: none"><li>• Two or three situations are presented by the Interlocutor at each level and candidates are required to respond to and initiate interactions.</li></ul>
Part 3	Exchanging information to perform a task	<ul style="list-style-type: none"><li>• Exchange information to identify similarities and differences in pictures of familiar situations at Preliminary and Access levels.</li><li>• Hold a short discussion to make a plan, arrange or decide something using visual prompts at Achiever and written text as the prompt at the three higher levels.</li></ul>
Part 4	Speaking about a selected topic	<ul style="list-style-type: none"><li>• After 30 seconds of preparation time, talk about a topic provided by the interlocutor and answer follow-up questions</li></ul>

### 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. After asking for the spelling of the candidate's family name and his/her nationality, you should ask a selection of questions. 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.

There are two types of situation: Type A, and Type B. Type A situations require the *Interlocutor* to start the dialogue. Type B situations require the *candidate* to start the dialogue. You must do one Type A situation and one Type B situation. If time allows, a third and fourth situation can be selected using either Type A or Type B. You may need to adopt a different persona or role (eg hotel manager, doctor), but the candidate is never asked to do so.

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 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 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.

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/pen to make notes if they wish. The notes are not part of the exam and will not be used in the assessment process.

After the candidate has spoken on their own for the required amount of time, follow-up questions (up to a maximum of 4) are asked until the end of exam.

### Length of the exam

The length of the exam differs between each part, and each level. It is essential that you keep to the prescribed timings for each part of the exam. This is to ensure that the exam is being delivered consistently around the world. The table below shows the breakdown of the timings for each level:

<b>Examination</b>	<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>	<b>Part 4</b>	<b>Total duration</b>
Preliminary	1 min	1 min	1m 30s	1m 30s	5 minutes
Access	2 mins	1m 30s	1m 30s	2 mins	7 minutes
Achiever	2 mins	2 mins	2 mins	3 mins	9 minutes
Communicator	2 mins	2 mins	3 mins	3 mins	10 minutes
Expert	2 mins	2 mins	4 mins	4 mins	12 minutes
Mastery	3 mins	3 mins	4 mins	5 mins	15 minutes

# Adjusting your language

## Grammar

A key skill you need as an Interlocutor is the ability to adjust your language depending on the level of the candidate.

The Interlocutor Framework is there to standardise what you say to the candidate and limit the additional language you will need to use. However, in Part 2 and Part 3, you are required to interact with the candidate using language that is not provided for you in the framework.

The Grammar Syllabus section at the end of this guide should be used to determine which structures you should use at each level.

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 a limited amount of structures found in the Access syllabus, but not those in the Achiever syllabus or above.

The following table shows what the candidate is expected to be able to understand at each level. Your language for Part 2 and Part 3 of the exam should be modified to take this into account. Remember to use the time before the exam to familiarise yourself fully with the paper, and to plan your interactions.

	A1	A2	B1	B2	C1	C2	
Examination	Preliminary	Yes	Limited	No	No	No	
	Access	Yes	Yes	Limited	No	No	
	Achiever	Yes	Yes	Yes	Limited	No	
	Communicator	Yes	Yes	Yes	Yes	Limited	No
	Expert	Yes	Yes	Yes	Yes	Yes	Limited
	Mastery	Yes	Yes	Yes	Yes	Yes	Yes

Although slight flexibility between levels is acceptable, 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.

Remember, 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.

# Adjusting your language

## Speech rate

When modifying your language, you must also take account of the speed at which you speak and the vocabulary you use.

The following table shows what the candidate is expected to be able to **understand** at each level:

Preliminary	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.
Access	Can understand phrases and expressions related to areas of most immediate priority (eg very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
Achiever	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc, including short narratives.
Communicator	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
Expert	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.
Mastery	Has no difficulty in understanding any kind of spoken language, delivered at fast native speed.

At Preliminary and Access levels, you should talk slightly slower than at Achiever and Communicator levels. However, care should be taken not to talk too slowly as you will reduce the amount of time the candidate can talk by doing so.

At Expert and Mastery levels, you should talk at a normal, natural speed.

It is important to sound natural whilst delivering the Interlocutor Framework. By talking too quickly or too slowly, you will create an unnatural sounding exchange.

# Adjusting your language

## CEFR 'Can do' statements

### CEFR Global Oral Assessment Scale

Although the Interlocutor does not assess the candidate, it is nevertheless useful to understand what kind of language the candidate is expected to **produce** at each level. The Common European Framework (CEFR) is built around a series of 'Can do' statements, which provide a general overview as to the language a typical candidate is expected to produce at each of the 6 levels of the CEFR.

A1	Can make him/herself understood in a simple way, asking and answering questions about personal details, provided the other person talks slowly and clearly and is prepared to help. Can manage very short, isolated, mainly pre-packaged utterances. Much pausing to search for expressions, to articulate less familiar words.
A2	Can communicate in a simple and direct exchange of information on familiar matters. Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Can describe in simple terms family, living conditions, educational background, present of most recent job. Uses some simple structures correctly, but may systematically make basic mistakes.
B1	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair may be evident. Can link discrete, simple elements into a connected sequence to give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Reasonably accurate use of main repertoire associated with more predictable situations.
B2	Can interact on a wide range of topics and produce stretches of language with a fairly even tempo. Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest. Does not make errors which cause misunderstanding.
C1	Can express him/herself fluently and spontaneously, almost effortlessly, with a smooth flow of language. Can give clear, detailed descriptions of complex subjects. High degree of accuracy; errors are rare.
C2	Can express him/herself spontaneously and very fluently, interacting with ease and skill, and differentiating finer shades of meaning precisely. Can produce clear, smoothly-flowing, well-structured descriptions.

# Specific Guidance and Advice

## A1 - Preliminary Level

### Part 1 (1 minute)

- Ask every candidate the first two 2 questions: ‘Can you spell your family name for me, please?’ and ‘Where are you from?’
- Ask a selection of questions from the 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 rephrase the question.
- The number of questions you ask will vary from candidate to candidate depending on the length of their answers.
- If fewer than 5 questions have been asked within 1 minute, don’t worry. You should try to ask at least 3 questions however.
- If the candidate gives very short answers, use gestures to try and elicit more information, or say ‘Can you tell me more about...?’
- 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 exam, you need to imagine the various scenarios which may arise during the interactions and think about how you will need to develop the conversations.
- Start by saying ‘Now, Part 2. I’m going to read some situations. I want you to start or respond as necessary’.
- 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’.
- Choose a situation from **A**. Say ‘First situation’, and then read the situation. If the candidate does not respond, repeat the situation and use gestures to 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’. If the candidate does not start as required, repeat the situation and use gestures to indicate that it’s the candidate’s turn to

start. If the candidate still does not start, then you should start the discussion, but pass it back to the candidate promptly.

### 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.'

- When you are initiating and responding, remember that while you may need to adopt a different persona, the candidate is always him or herself throughout the SESOL exam.
- Each dialogue should run up to 2 turns each (4 turns altogether). Try to keep each dialogue to 4 turns, but you may continue for another 1 or 2 turns if it is natural to do so.
- When you are initiating and responding, 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)
- If a candidate does not understand a situation, repeat it - if it is still not understood, move to another situation.
- 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. Care must be taken however, not to exceed the time limit.
- After 1 minute, say 'Thank you', and move on to Part 3.

### Part 3 (1 minute 30 seconds)

- Before you start the exam 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 exchanging information by asking and answering questions. Do not just describe your picture and **do not allow the candidate to simply describe their picture**. The aim of this part is to allow the candidate maximum opportunity to use the language of asking and answering questions.
- Read the Interlocutor Framework 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.
- 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 the task hasn’t been completed (ie you have not found all the differences), say ‘Don’t worry, that’s okay’.
  - After the 1 ½ minutes, draw the exchange to a close by saying ‘Thank you’ and retrieving the candidate’s copy of the picture.

#### **Part 4 (1 minute 30 seconds)**

- Use any knowledge you have about candidates to choose an appropriate 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.
- Use any knowledge you have of personal circumstances to avoid giving them a potentially upsetting topic.
- Read the Interlocutor Framework and hand over a pencil/pen and paper for any notes they might want to make
- 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 own language, that’s fine. (You must dispose of any notes at the end of the session as they are not returned to City & Guilds and do not play any part in the assessment.)
- 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 ‘(Candidate’s name), please start.’
- If the candidate can talk for the required time (about a minute), allow them to do so and don’t interrupt. The candidate may need time to search for the required language, and so slight pauses are natural during Part 4.
- If the candidate starts talking about a different topic, you should allow them to continue as normal. You should wait for an appropriate pause to use the follow-up questions to get them back on track.
- 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 1 ½ minutes, signal the end of the exam by saying ‘Thank you. That is the end of the test. (Candidate’s name.) End of test.’

# Specific Guidance and Advice

## A2 - Access Level

### Part 1 (2 minutes)

- Ask every candidate the first two 2 questions: 'Can you spell your family name for me, please?' and 'Where are you from?'
- Ask one question from each topic area.
- Always choose the first question from the first topic area.
- Announce the topic before you ask a question eg 'Now, Travel'.
- 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 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 rephrase the question.
- The number of questions you ask will vary from candidate to candidate depending on the length of their answers.
- If fewer than 5 questions have been asked within 2 minutes, don't worry. You should try to ask at least 3 questions however.
- If the candidate gives very short answers, use gestures to try and elicit more information, or say 'Can you tell me more about...?'
- At the end of 2 minutes, say 'Thank you' and move on to Part 2.

### Part 2 (1 minute 30 seconds)

- While familiarising yourself with the paper prior to the exam, you need to imagine the various scenarios which may arise during the interactions and think about how you will need to develop the conversations. For example, 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.
- Start by saying 'Now, Part 2. I'm going to read some situations. I want you to start or respond as necessary.'
- 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'.
- Choose a situation from **A**. Say 'First situation', and then read the situation. If the candidate does not respond, repeat the situation and use gestures to indicate that it's the candidate's turn to reply.

### Example

Interlocutor: 'We're friends. I start. Can I borrow your CD?'

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'. If the candidate does not start as required, repeat the situation and use gestures to indicate that it's the candidate's turn to start. If the candidate still does not start, then you should start the discussion, but pass it back to the candidate promptly.

### 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.'

- When you are initiating and responding, remember that while you may need to adopt a different persona, the candidate is always him or herself throughout the SESOL exam.
- Each dialogue should run up to 2 turns each (4 turns altogether). Try to keep each dialogue to 4 turns, but you may continue for another 1 or 2 turns if it is natural to do so.
- When you are initiating and responding, 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)
- If a candidate does not understand a situation, repeat it - if it is still not understood, move to another situation.
- 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. Care must be taken however, not to exceed the time limit.
- After 1½ minutes, say 'Thank you', and move on to Part 3.

## Part 3 (1 minute 30 seconds)

- Before you start the exam 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 exchanging information by asking and answering questions. Do not just describe your picture and **do not allow the candidate to simply describe their picture**. The aim of this part is to allow the candidate maximum opportunity to use the language of asking and answering questions.
- Read the Interlocutor Framework 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 Access 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'.)

- 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?'
  - '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.
- After 1½ minutes, draw the exchange to a close by saying 'Thank you' and retrieve the candidate's copy of the picture.

#### **Part 4 (2 minutes)**

- Use any knowledge you have about candidates to choose an appropriate 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. Use any knowledge you have of personal circumstances to avoid giving them a potentially upsetting topic.
- Read the Interlocutor Framework and hand over a pencil/pen and paper for any notes they might want to make.
- 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 own language, that's fine. (You must dispose of any notes at the end of the session as they are not returned to City & Guilds and do not play any part in the assessment.)
- 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 '(Candidate's name), please start.'
- If the candidate can talk for the required time (about a minute), allow them to do so and don't interrupt. The candidate may need time to search for the required language, and so slight pauses are natural during Part 4.
- If the candidate starts talking about a different topic, you should allow them to continue as normal. You should wait for an appropriate pause to use the follow-up questions to get them back on track.
- 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 exam by saying 'Thank you. That is the end of the test. (Candidate's name.) End of test.'

# Specific Guidance and Advice

## B1 - Achiever Level

### Part 1 (2 minutes)

- Ask every candidate the first two 2 questions: 'Can you spell your family name for me, please?' and 'Where are you from?'
- Ask one question from each topic area.
- Always choose the first question from the first topic area.
- Announce the topic before you ask a question eg 'Now, Shopping'.
- 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 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 rephrase the question.
- The number of questions you ask will vary from candidate to candidate depending on the length of their answers.
- If fewer than 5 questions have been asked within 2 minutes, don't worry. You should try to ask at least 3 questions however.
- If the candidate gives very short answers, use gestures to try and elicit more information, or say 'Can you tell me more about...?'
- At the end of 2 minutes, say 'Thank you' and move on to Part 2.

### Part 2 (2 minutes)

- While familiarising yourself with the paper prior to the exam, 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. What about next weekend?'
- Start by saying 'Now, Part 2. I'm going to read some situations. I want you to start or respond as necessary.'
- 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'.
- Choose a situation from **A**. Say 'First situation', and then read the situation. If the candidate does not respond, repeat the situation and use gestures to 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'. If the candidate does not start as required, repeat the situation and use gestures to indicate that it's the candidate's turn to start. If the candidate still does not start, then you should start the discussion, but pass it back to the candidate promptly.

### 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. When shall I come?'

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.'

- When you are initiating and responding, remember that while you may need to adopt a different persona, the candidate is always him or herself throughout the SESOL exam.
- Each dialogue should run up to 2 turns each (4 turns altogether). Try to keep each dialogue to 4 turns, but you may continue for another 1 or 2 turns if it is natural to do so.
- When you are initiating and responding, 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)
- If a candidate does not understand a situation, repeat it. If it is still not understood, move to another situation.
- 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. Care must be taken however, not to exceed the time limit.
- After 2 minutes, say 'Thank you', and move on to Part 3.

## Part 3 (2 minutes)

- Before you start the exam 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.
- Read the Interlocutor Framework 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 exam 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. However, it's not necessary to discuss all the pictures or to finalise the decision.
- If you disagree with a candidate's opinion, do it in a way which does not affect their 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.

### **Part 4 (3 minutes)**

- Use any knowledge you have about candidates to choose an appropriate 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.
- Use any knowledge you have of personal circumstances to avoid giving them a potentially upsetting topic.
- Read the Interlocutor Framework and hand over a pencil/pen and paper for any notes they might want to make.
- 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 own language, that's fine. (You must dispose of any notes at the end of the session as they are not returned to City & Guilds and do not play any part in the assessment.)
- 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 '(Candidate's name), please start.'
- If the candidate can talk for the required time (about a minute), allow them to do so and don't interrupt. The candidate may need time to search for the required language, and so slight pauses are natural during Part 4.
- If the candidate starts talking about a different topic, you should allow them to continue as normal. You should wait for an appropriate pause to use the follow-up questions to get them back on track.
- 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 3 minutes, signal the end of the exam by saying 'Thank you. That is the end of the test. (Candidate's name.) End of test.'

# Specific Guidance

## B2 - Communicator Level

### Part 1 (2 minutes)

- Ask every candidate the first two 2 questions: 'Can you spell your family name for me, please?' and 'Where are you from?'
- Ask one question from each topic area.
- Always choose the first question from the first topic area.
- Announce the topic before you ask a question eg 'Now, Home life'.
- 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 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 rephrase the question.
- The number of questions you ask will vary from candidate to candidate depending on the length of their answers.
- If fewer than 5 questions have been asked within 2 minutes, don't worry. You should try to ask at least 3 questions however.
- If the candidate gives very short answers, use gestures to try and elicit more information, or say 'Can you tell me more about...?'
- At the end of 2 minutes, say 'Thank you' and move on to Part 2.

### Part 2 (2 minutes)

- While familiarising yourself with the paper prior to the exam, 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.'
- Start by saying 'Now, Part 2. I'm going to read some situations. I want you to start or respond as necessary.'
- 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'.
- Choose a situation from **A**. Say 'First situation', and then read the situation. If the candidate does not respond, repeat the situation and use gestures to 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'. If the candidate does not start as required, repeat the situation and use gestures to indicate that it's the candidate's turn to start. If the candidate still does not start, then you should start the discussion, but pass it back to the candidate promptly.

### 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.'

- When you are initiating and responding, remember that while you may need to adopt a different persona, the candidate is always him or herself throughout the SESOL exam.
- Each dialogue should run up to 2 turns each (4 turns altogether). Try to keep each dialogue to 4 turns, but you may continue for another 1 or 2 turns if it is natural to do so.
- When you are initiating and responding, 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)
- If a candidate does not understand a situation, repeat it - if it is still not understood, move to another situation.
- 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. Care must be taken however, not to exceed the time limit.
- After 2 minutes, say 'Thank you', and move on to Part 3.

## Part 3 (3 minutes)

- Before you start the exam 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, classmates, neighbours etc. During preparation for the exam, candidates should be encouraged to take the initiative, challenge your suggestions and ask questions.
- Begin by reading the Interlocutor Framework 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.

### **Part 4 (3 minutes)**

- Use any knowledge you have about candidates to choose an appropriate 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. Use any knowledge you have of personal circumstances to avoid giving them a potentially upsetting topic.
- Read the Interlocutor Framework and hand over a pencil/pen and paper for any notes they might want to make.
- 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 own language, that's fine. (You must dispose of any notes at the end of the session as they are not returned to City & Guilds and do not play any part in the assessment.)
- 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 '(Candidate's name), please start.'
- If the candidate can talk for the required time (about 1½ minutes), allow them to do so and don't interrupt. The candidate may need time to search for the required language, and so slight pauses are natural during Part 4.
- If the candidate starts talking about a different topic, you should allow them to continue as normal. You should wait for an appropriate pause to use the follow-up questions to get them back on track.
- When the candidate has spoken for approximately 1½ 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 3 minutes, signal the end of the exam by saying 'Thank you. That is the end of the test. (Candidate's name.) End of test.'

# Specific Guidance

## C1 - Expert Level

### Part 1 (2 minutes)

- Ask every candidate the first two 2 questions: 'Can you spell your family name for me, please?' and 'Where are you from?'
- Ask one question from each topic area.
- Always choose the first question from the first topic area.
- Announce the topic before you ask a question eg 'Now, Family'.
- 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 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 rephrase the question.
- The number of questions you ask will vary from candidate to candidate depending on the length of their answers.
- If fewer than 5 questions have been asked within 2 minutes, don't worry. You should try to ask at least 3 questions however.
- If the candidate gives very short answers, use gestures to try and elicit more information, or say 'Can you tell me more about...?'
- At the end of 2 minutes, say 'Thank you' and move on to Part 2.

### Part 2 (2 minutes)

- While familiarising yourself with the paper prior to the exam, 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.
- Start by saying 'Now, Part 2. I'm going to read some situations. I want you to start or respond as necessary.'
- 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'.
- Choose a situation from **A**. Say 'First situation', and then read the situation. If the candidate does not respond, repeat the situation and use gestures to 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'. If the candidate does not start as required, repeat the situation and use gestures to indicate that it's the candidate's turn to start. If the candidate still does not start, then you should start the discussion, but pass it back to the candidate promptly.

### 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.'

- When you are initiating and responding, remember that while you may need to adopt a different persona, the candidate is always him or herself throughout the SESOL exam.
- Each dialogue should run up to 2 turns each (4 turns altogether). Try to keep each dialogue to 4 turns, but you may continue for another 1 or 2 turns if it is natural to do so.
- When you are initiating and responding, 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)
- If a candidate does not understand a situation, repeat it - if it is still not understood, move to another situation.
- 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. Care must be taken however, not to exceed the time limit.
- After 2 minutes, say 'Thank you', and move on to Part 3.

### Part 3 (4 minutes)

- Before you start the exam 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 Interlocutor Framework 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 exam, 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.

### Part 4 (4 minutes)

- Use any knowledge you have about candidates to choose an appropriate 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.
- Use any knowledge you have of personal circumstances to avoid giving them a potentially upsetting topic.
- Read the Interlocutor Framework and hand over a pencil/pen and paper for any notes they might want to make.

- 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 own language, that's fine. (You must dispose of any notes the end of the session as they are not returned to City & Guilds and do not play any part in the assessment.)
- 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 '(Candidate's name), please start.'
- If the candidate can talk for the required time (about 2 minutes), allow them to do so and don't interrupt.
- If the candidate starts talking about a different topic, you should allow them to continue as normal. You should wait for an appropriate pause to use the follow-up questions to get them back on track.
- 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 exam by saying 'Thank you. That is the end of the test. (Candidate's name.) End of test.'

# Specific Guidance

## C2 - Mastery Level

### Part 1 (3 minutes)

- Ask every candidate the first two 2 questions: 'Can you spell your family name for me, please?' and 'Where are you from?'
- Ask one question from each topic area.
- Always choose the first question from the first topic area.
- Announce the topic before you ask a question eg 'Now, Relationships'.
- 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 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 rephrase the question.
- The number of questions you ask will vary from candidate to candidate depending on the length of their answers.
- If fewer than 5 questions have been asked within 2 minutes, don't worry. You should try to ask at least 3 questions however.
- If the candidate gives very short answers, use gestures to try and elicit more information, or say 'Can you tell me more about...?'
- At the end of 3 minutes, say 'Thank you' and move on to Part 2.

### Part 2 (3 minutes)

- While familiarising yourself with the paper prior to the exam, 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.
- Start by saying 'Now, Part 2. I'm going to read some situations. I want you to start or respond as necessary.'
- 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'.
- Choose a situation from **A**. Say 'First situation', and then read the situation. If the candidate does not respond, repeat the situation and use gestures to 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 in.....etc.'

- Choose a situation from **B**. Say 'Second situation'. If the candidate does not start as required, repeat the situation and use gestures to indicate that it's the candidate's turn to start. If the candidate still does not start, then you should start the discussion, but pass it back to the candidate promptly.

### 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 ...'

- When you are initiating and responding, remember that while you may need to adopt a different persona, the candidate is always him or herself throughout the SESOL exam.
- Each dialogue should run up to 2-3 turns each (4-6 turns altogether). At this level you must make sure that you give the candidate every opportunity to expand and use a full range of functional language.
- When you are initiating and responding, 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)
- If a candidate does not understand a situation, repeat it - if it is still not understood, move to another situation.
- 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. Care must be taken however, not to exceed the time limit.
- After 3 minutes, say 'Thank you', and move on to Part 3.

## Part 3 (4 minutes)

- Before you start the exam 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
  - theme-related spidergram
  - list for ranking or prioritising
  - 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 Interlocutor Framework 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 exam, 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.

#### **Part 4 (5 minutes)**

- Use any knowledge you have about candidates to choose an appropriate topic for them. This is their opportunity to talk at greater length, so obviously it is better if they are interested in and feel comfortable with their topic. Having said that, an able candidate should be able to perform well with any topic appropriate to the level.
- Use any knowledge you have of personal circumstances to avoid giving them a potentially upsetting topic.
- Read the Interlocutor Framework and hand over a pencil/pen and paper for any notes they might want to make.
- 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 own language, that's fine. (You must dispose of any notes at the end of the session as they are not returned to City & Guilds and do not play any part in the assessment.)
- 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 '(Candidate's name), please start.'

- If the candidate can talk for the required time (about 3 minutes), allow them to do so and don't interrupt.
- If the candidate starts talking about a different topic, you should allow them to continue as normal. You should wait for an appropriate pause to use the follow-up questions to get them back on track.
- 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 5 minutes, signal the end of the exam by saying 'Thank you. That is the end of the test. (Candidate's name.) End of test.'

## General Guidance and Advice

### What makes a good Interlocutor?

There are certain attributes and key performance indicators that City & Guilds requires from all Interlocutors. Recordings are regularly audited to monitor Interlocutor performance around the world.

The table below shows the criteria used to measure Interlocutor performance:

<b>Criteria</b>	<b>Key Performance Indicator</b>
Language	<ul style="list-style-type: none"><li>• Language production accurate and appropriate</li><li>• Language appropriate to the level being examined</li><li>• Speech rate appropriate (not too fast or slow)</li><li>• Accent intelligible in an international context</li></ul>
Framework	<ul style="list-style-type: none"><li>• Fully familiar with scripted framework</li><li>• Adheres to interlocutor frame</li><li>• Natural delivery of interlocutor script</li></ul>
Attitude	<ul style="list-style-type: none"><li>• Polite and patient at all times</li><li>• Suitably encouraging and reassuring when necessary</li><li>• Refrains from commenting on candidate's performance</li><li>• Refrains from making inappropriate comments</li><li>• Listens to the candidate and shows interest in responses</li></ul>
Elicitation	<ul style="list-style-type: none"><li>• Adequate samples of language elicited from the candidate</li><li>• Interlocutor/candidate interaction in Parts 2 and 3</li><li>• Uses open-ended questions</li><li>• Refrains from talking too much</li></ul>
Timing	<ul style="list-style-type: none"><li>• Keeps to prescribed timing for Part 1</li><li>• Keeps to prescribed timing for Part 2</li><li>• Keeps to prescribed timing for Part 3</li><li>• Keeps to prescribed timing for Part 4</li></ul>
Other	<ul style="list-style-type: none"><li>• Use of recording equipment</li><li>• Completion of exam documentation</li></ul>

Each Key Performance Indicator is given one of four ratings: Unacceptable, In need of improvement, Acceptable, or Excellent. The overall score for an Interlocutor is used to determine if further training is required to improve performance. In cases where the performance is rated as Unacceptable, Interlocutors will not be permitted to conduct further spoken exams.

# General Guidance and Advice

## Do's and Don'ts

The following tips provide basic advice on how make sure you adhere to the attributes of a good Interlocutor:

Do not stop the recording	Never 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 Exam 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 exam.
Don't distract the candidate by looking at the clock too much	Try and be as discreet as possible when checking the timing of the exam using your clock or stopwatch. A quick glance should be enough to make sure you are keeping to the prescribed timings. A good place for a clock would be on the wall behind the candidate. A stopwatch or digital recorder with a timing display should be placed discreetly on the desk.
Do be friendly and encouraging	Smile at the candidate when they come in, and indicate where you want them to sit. Try and make the exam experience as comfortable as possible using positive body language.
Don't let the candidate talk too quietly	Tell the candidate to speak up if the voice level is low or quiet. Do not turn off the recording equipment when you say this. If the exam marker cannot hear the candidate properly, it may affect their assessment.
Don't dominate	Don't talk too much (except in the parts of the exam where it is required). You can respond and contribute where appropriate, but you must give the candidate every opportunity to perform to the best of their ability.
Don't rush the candidate	Some candidates need a few seconds to think of what they want to say, especially at the lower levels. Give them the time to do so.
Don't provide positive feedback	Don't say 'fine', 'good', 'well done', 'excellent' etc as this might be interpreted as a comment on whether the candidate has passed or not
Do ask open questions	In Part 2 and Part 3, try to ask questions that begin with What, Why, When, Where, Which and How. They encourage the candidate to respond with longer answers. Questions that begin with 'Can you tell me about...' also work well.

Don't ask closed questions	Questions that start with Is, Are, Was, Do, Did, Should, Could etc. typically require one word answers, and should be avoided as they don't allow the candidate to develop situations.
Do keep to the Interlocutor Framework	City & Guilds ISESOL exams are held all over the world, every day. It's important to give all candidates a fair and equal chance. By keeping to the framework, we ensure worldwide consistency. Keeping to the framework also ensures maximum speaking time is given to the candidate. Practise delivering the framework in a natural way, so that it doesn't sound like you are reading from a script.
Don't rephrase the questions	If you rephrase the question, it may make the candidate more confused. It also uses up valuable time and creates an unequal exam among candidates. If the candidate doesn't understand a question, repeat it. If they still don't understand, move on to the next question.
Don't correct errors	Your job as an Interlocutor is to try to elicit as much language out of the candidate as possible. You are not responsible for assessing their language.
Do use language which is appropriate to the level being tested	Don't use Achiever level grammar when you are holding a Preliminary level exam.

## General Guidance and Advice

### What if things go wrong?

The following tips provide basic advice on how make sure you adhere to the attributes of a good Interlocutor:

The recording equipment breaks down	Request a replacement immediately, and start the exam again with the new recorder. Make sure the candidate doesn't leave the room, and reassure them that this will not affect their exam.
There is too much external noise to continue the exam	Try to sort out the noise problem if you can. Don't stop the recorder. Briefly explain the situation so the marker can understand what has happened. If the noise cannot be stopped, you will have to cancel the exam and the candidate will have to come at another time.
Someone comes into the room during the exam	Keep the recorder running, ask the person politely to leave the room, and resume from where you were interrupted.
One of you has a coughing or sneezing fit	Keep the recorder running, wait until the situation has passed, and resume from where the exam was interrupted.
You realise you have left out a Part	Reassure the candidate that it will not affect the assessment, continue, and do the omitted Part at the end of Part 4. Explain clearly what you are doing on the recording.
The candidate does not use their 30 seconds preparation time in Part 4	Ask the candidate if they understand that the 30 seconds can be used for preparation. If they don't want to use the time for preparation, they you should allow them to start.
The candidate speaks too quietly	Ask them to speak up and make sure they're close enough to the recorder. Repeat the instruction if necessary as it's essential that the markers can hear the candidate. Don't stop the recording.
The candidate doesn't understand and remains silent	Most of the time, it is enough to repeat the question. If the candidate still doesn't understand, then move on to the next question. In Part 4, you are permitted to explain the meaning of the topic if the candidate doesn't understand.
The candidate answers too briefly	Encourage them to say more by using hand gestures and body language. Or say 'What else can you tell me about...?'
The candidate's answers are too long	Interrupt the candidate by politely raising your hand and saying 'Thank you.'

## Appendix 1 Descriptions of grammar at each level

### Sentence structure

Preliminary	<ul style="list-style-type: none"><li>• word order in simple statements: subject-verb-object/adverb/adjective prepositional phrase</li><li>• word order in instructions</li><li>• word order in questions</li><li>• <i>there is/are + noun</i></li></ul>
Access	<ul style="list-style-type: none"><li>• there was/were</li><li>• use of the conjunctions <i>and/but/or</i></li><li>• word order subject-verb-(object) (+<i>and/but/or</i>) + subject-verb-(object)</li><li>• clauses of: <i>time</i> with <i>when, before, after</i> reason <i>because, result so</i></li><li>• noun clause with <i>that</i></li></ul>
Achiever	<ul style="list-style-type: none"><li>• <i>there has/have been</i></li><li>• <i>there will be/there is going to be</i></li><li>• word order in complex sentences</li><li>• complex sentences with one subordinate clause</li><li>• defining relative clauses with <i>who, which, that</i></li><li>• clause as subject/object</li></ul>
Communicator	<ul style="list-style-type: none"><li>• word order in sentences with more than one subordinate clause</li><li>• <i>there had been</i></li><li>• use of common conjunctions expressing contrast, purpose, consequence, condition, concession</li><li>• non-defining relative clauses</li><li>• defining relative clauses with <i>where, whose, when</i> defining relative clauses without relative pronouns</li><li>• participial clauses describing action</li><li>• with <i>-ing</i></li></ul>
Expert	<ul style="list-style-type: none"><li>• word order in complex sentences, including order selected for emphasis</li><li>• <i>there could be/would be/should be</i></li><li>• <i>could have/would have/should have</i></li><li>• wider range of conjunctions including <i>on condition that, provided that</i></li><li>• comparative clauses</li><li>• more complex participial clauses describing action with <i>-ed</i></li></ul>
Mastery	<ul style="list-style-type: none"><li>• full range of conjunctions</li></ul>

## Verb forms

Preliminary	<ul style="list-style-type: none"><li>• simple present tense of <i>be/have/do</i> and common regular verbs</li><li>• present continuous of common verbs</li><li>• <i>have got</i></li><li>• yes/no questions</li><li>• question words: <i>who/what/where/when/how much/how any/how old</i></li><li>• auxiliary 'do' for questions and negatives (positive only)</li><li>• imperatives and negative imperatives</li><li>• contracted forms appropriate to this level</li></ul>
Access	<ul style="list-style-type: none"><li>• simple present with no time focus</li><li>• present continuous to express continuity</li><li>• past tense of regular and common irregular verbs with time markers</li><li>• NP + <i>be going to</i>, present continuous and time markers</li><li>• limited range of common verbs + <i>-ing</i> form, such as <i>like, go</i></li><li>• verb + to + infinitive such as <i>want, hope</i></li><li>• very common phrasal verbs such as <i>get up, switch on</i></li><li>• questions such as <i>what time, how often, why, how, which</i></li><li>• simple question tags using all the verb forms at this level</li><li>• contracted forms appropriate to this level</li></ul>
Achiever	<ul style="list-style-type: none"><li>• present perfect with <i>since/for; ever/never; yet/already, just</i></li><li>• <i>used to</i> for regular actions in the past</li><li>• past continuous</li><li>• future reference</li><li>• future simple verb forms, NP + <i>will</i></li><li>• zero and 1<sup>st</sup> conditional</li><li>• range of verbs + <i>-ing</i> form</li><li>• <i>to</i> + infinitive to express purpose</li><li>• common phrasal verbs and position of object pronouns, such as <i>I looked it up</i></li><li>• simple reported/embedded statements and questions</li><li>• question tags using all verbs appropriate at this level</li><li>• contracted forms appropriate to this level</li></ul>
Communicator	<ul style="list-style-type: none"><li>• present perfect continuous</li><li>• past perfect</li><li>• simple passive</li><li>• use of 2<sup>nd</sup> and 3<sup>rd</sup> conditional</li><li>• verbs + (object) + gerund or infinitive such as '<i>would like someone to do something</i>', + '<i>suggest doing something</i>'</li><li>• causative use of <i>have</i> and <i>get</i></li><li>• reported speech with a range of tenses</li><li>• wider range of phrasal verbs such as <i>give up, hold out</i></li><li>• reported requests and instructions</li><li>• question tags using tenses appropriate to this level</li><li>• contracted forms appropriate to this level</li></ul>
Expert	<ul style="list-style-type: none"><li>• all verb forms active and passive</li></ul>

- *would* expressing habit in the past
- mixed conditionals
- reported speech with full range of tenses and introductory verbs
- extended phrasal verbs such as *get round to*, *carry on with*
- question tags using all tenses
- imperative + question tag
- contracted forms appropriate to this level

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

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Preliminary	<ul style="list-style-type: none"> <li>• ‘<i>can</i>’, <i>can’t</i> (ability/inability, permission) and ‘<i>would like</i>’ (request)</li> <li>• not negative questions</li> </ul>
Access	<ul style="list-style-type: none"> <li>• <i>must</i> (obligation)</li> <li>• <i>mustn’t</i> (prohibition)</li> <li>• <i>have to</i>, <i>had got to</i> (need)</li> <li>• <i>can</i>, <i>could</i> (requests)</li> <li>• <i>couldn’t</i> (impossibility)</li> <li>• <i>may</i> (permission)</li> <li>• <i>single modal adverbs: possibly, probably, perhaps</i></li> </ul>
Achiever	<ul style="list-style-type: none"> <li>• <i>should</i> (obligation, advice)</li> <li>• <i>might</i>, <i>may</i>, <i>will probably</i> (possibility and probability in the future)</li> <li>• <i>would/should</i> (advice)</li> <li>• <i>need to</i> (obligation)</li> <li>• <i>needn’t</i> (lack of obligation)</li> <li>• <i>will definitely</i> (certainly in the future)</li> <li>• <i>may I</i> (asking for permission)</li> <li>• <i>I’d rather</i> (stating preference)</li> </ul>
Communicator	<ul style="list-style-type: none"> <li>• <i>ought to</i> (obligation)</li> <li>• negative of <i>need</i> and <i>have to</i> to express absence of obligation</li> <li>• <i>must/can’t</i> (deduction)</li> </ul>
Expert	<ul style="list-style-type: none"> <li>• <i>should have/might have/may have/could have/must have</i> and negative forms of these</li> <li>• <i>can’t have</i>, <i>needn’t have</i></li> </ul>
Mastery	<ul style="list-style-type: none"> <li>• <i>should have/might have/may have/could have/must have</i> and negative forms of these</li> <li>• <i>can’t have/needn’t have</i></li> </ul>

## Nouns

Preliminary	<ul style="list-style-type: none"><li>• regular and common irregular plural forms</li><li>• very uncommon uncountable nouns</li><li>• cardinal numbers 1-31</li></ul>
Access	<ul style="list-style-type: none"><li>• countable and uncountable nouns</li><li>• simple noun phrases</li><li>• cardinal numbers up to 100 + multiples of 100</li></ul>
Achiever	<ul style="list-style-type: none"><li>• noun phrases with pre- and post-modification such as <i>fair-haired people with sensitive skin</i></li><li>• all cardinal numbers</li></ul>
Communicator	<ul style="list-style-type: none"><li>• wider range of noun phrases with pre- and post-modification</li><li>• word order of determiners eg <i>all my books</i></li></ul>
Expert	<ul style="list-style-type: none"><li>• extended range of complex noun phrases</li></ul>
Mastery	<ul style="list-style-type: none"><li>• extended range of complex noun phrases</li></ul>

## Pronouns

Preliminary	<ul style="list-style-type: none"><li>• personal-subject</li></ul>
Access to Mastery	<ul style="list-style-type: none"><li>• object, reflexive</li></ul>

## Possessives

Preliminary	<ul style="list-style-type: none"><li>• possessive adjectives such as <i>my, your, his, her, its, our, their</i></li></ul>
Access to Mastery	<ul style="list-style-type: none"><li>• possessive pronouns such as <i>mine, yours, whose</i></li></ul>

## Prepositions

Preliminary	<ul style="list-style-type: none"><li>• common prepositions such as <i>at, in, on, under, next to, between, near, to, from</i></li><li>• prepositional phrases of place, time and movement, such as <i>at home, on the left, on Monday, at six o' clock</i></li></ul>
Access	<ul style="list-style-type: none"><li>• prepositions of place, time and movement, such as <i>before, after, towards, up, down, along, across, in front of, behind, opposite</i></li><li>• prepositional phrases of place and time such as <i>after dinner, before tea</i></li></ul>
Achiever	<ul style="list-style-type: none"><li>• wide range of prepositions, such as <i>beyond, above, beneath, below</i></li><li>• prepositional phrases, such as <i>in her twenties, of average height, in the top right hand corner</i></li></ul>
Communicator	<ul style="list-style-type: none"><li>• wider range of prepositions including <i>despite, in spite of</i></li><li>• collocations of verbs/nouns + prepositions such as <i>point at, have an interest in</i></li><li>• preposition + -ing form such as <i>after leaving</i></li></ul>
Expert	<ul style="list-style-type: none"><li>• preposition + having + past participle such as <i>'having eaten'</i></li></ul>
Mastery	<ul style="list-style-type: none"><li>• Preposition + having + past participle such as <i>'having eaten'</i></li></ul>

## Articles

Preliminary	<ul style="list-style-type: none"> <li>definite, indefinite</li> </ul>
Access	<ul style="list-style-type: none"> <li>zero article with uncountable nouns</li> <li>definite article with superlatives</li> </ul>
Achiever	<ul style="list-style-type: none"> <li>definite article with post-modification, such as <i>The present you gave me</i></li> <li>use of indefinite article in definitions, such as <i>an architect is a person who designs buildings</i></li> </ul>
Communicator	<ul style="list-style-type: none"> <li>definite, indefinite and zero article with both countable and uncountable nouns in a range of uses</li> </ul>
Expert	<ul style="list-style-type: none"> <li>definite, indefinite and zero article with both countable and uncountable nouns in a range of uses</li> </ul>
Mastery	<ul style="list-style-type: none"> <li>definite, indefinite and zero article with both countable and uncountable nouns in a range of uses</li> </ul>

## Determiners

Preliminary	<ul style="list-style-type: none"> <li><i>any, some, a lot of</i></li> </ul>
Access	<ul style="list-style-type: none"> <li><i>all, none, not (any), enough, (a) few, (a) little, many, more, most, much, no</i></li> </ul>
Achiever to Mastery	<ul style="list-style-type: none"> <li>a range of determiners eg <i>all, the, most, both</i></li> </ul>

## Adjectives

Preliminary	<ul style="list-style-type: none"> <li>common adjectives in front of a noun</li> <li>demonstrative adjectives: <i>this, that these those</i></li> <li>ordinal numbers 10-31</li> </ul>
Access	<ul style="list-style-type: none"> <li>order of adjectives</li> <li>comparative superlative regular and common irregular forms</li> <li>use of <i>than</i></li> <li>ordinal numbers up to 100 + multiples of 100</li> </ul>
Achiever	<ul style="list-style-type: none"> <li>adjectives ending -ed +ing such as <i>tired</i> and <i>tiring</i></li> <li>comparative and superlative adjectives</li> <li>comparative structures, such as <i>as....as, looks like/is like</i></li> <li>all ordinal numbers</li> </ul>
Communicator	<ul style="list-style-type: none"> <li>comparisons with <i>fewer</i> and <i>less</i></li> <li>collocation of adjective +preposition such as <i>responsible for</i></li> </ul>
Expert	<ul style="list-style-type: none"> <li>comparisons with <i>fewer</i> and <i>less</i></li> <li>collocation of adjective +preposition such as <i>responsible for</i></li> </ul>
Mastery	<ul style="list-style-type: none"> <li>comparisons with <i>fewer</i> and <i>less</i></li> <li>collocation of adjective + preposition such as <i>responsible for</i></li> </ul>

## Adverbs

Preliminary	<ul style="list-style-type: none"> <li>• simple adverbs of place, manner and time, such as <i>here, slowly, now</i></li> </ul>
Access	<ul style="list-style-type: none"> <li>• simple adverbs and adverbial phrases: sequencing, time and place, frequency, manner</li> <li>• position of adverbs and word order of adverbial phrases</li> </ul>
Achiever	<ul style="list-style-type: none"> <li>• more complex adverbial phrases of time, place, frequency, manner, such as <i>as soon as possible</i></li> </ul>
Communicator	<ul style="list-style-type: none"> <li>• adverbial phrases of degree, extent, probability</li> <li>• comparative and superlative of adverbs</li> </ul>
Expert	<ul style="list-style-type: none"> <li>• adverbial phrases of degree, extent, probability</li> <li>• comparative and superlative of adverbs</li> </ul>
Mastery	<ul style="list-style-type: none"> <li>• adverbial phrases of degree, extent, probability</li> <li>• comparative and superlative of adverbs</li> </ul>

## Intensifiers

Preliminary	<ul style="list-style-type: none"> <li>• <i>very</i></li> </ul>
Access	<ul style="list-style-type: none"> <li>• <i>really, quite, so, a bit</i></li> </ul>
Achiever	<ul style="list-style-type: none"> <li>• a range of intensifiers such as <i>too, enough</i></li> </ul>
Communicator	<ul style="list-style-type: none"> <li>• wide range such as <i>extremely, too much</i></li> </ul>
Expert	<ul style="list-style-type: none"> <li>• collocation of intensifiers with absolute and relative adjectives such as '<i>absolutely gorgeous</i>', '<i>very pretty</i>'</li> </ul>
Mastery	<ul style="list-style-type: none"> <li>• collocation of intensifiers with absolute and relative adjectives such as '<i>absolutely gorgeous</i>', '<i>very pretty</i>'</li> </ul>

## Discourse

Preliminary	<ul style="list-style-type: none"> <li>• sentence connectives – <i>then, next</i></li> </ul>
Access	<ul style="list-style-type: none"> <li>• adverbs to indicate sequence (<i>first, finally</i>)</li> <li>• use of substitution, (<i>I think so, I hope so</i>)</li> <li>• markers to structure spoken discourse (<i>Right, Well, OK</i>)</li> </ul>
Achiever	<ul style="list-style-type: none"> <li>• as Access</li> </ul>
Communicator	<ul style="list-style-type: none"> <li>• a range of discourse markers expressing addition, cause and effect, contrast (<i>however</i>), sequence and time (<i>at a later date</i>)</li> <li>• markers to structure spoken discourse (<i>as I was saying</i>)</li> <li>• use of ellipsis in informal speech and writing, (<i>sounds good</i>)</li> </ul>
Expert	<ul style="list-style-type: none"> <li>• a range of discourse markers, (<i>in this respect, accordingly</i>)</li> <li>• sequence markers, (<i>subsequently</i>)</li> <li>• a wider range of discourse markers to structure formal and informal speech (<i>can we now turn to</i>)</li> </ul>
Mastery	<ul style="list-style-type: none"> <li>• a full range of discourse markers adapted to context and register</li> </ul>

## Appendix 2 Checklist for interlocutors

This checklist summarises the most essential actions for conducting speaking examinations. You must also fully understand the *Regulation for the conduct of examinations* and *The Guide for Interlocutors*

### A Before the examination

- 1 Check that the examination room is suitable for recordings to be made, with as little echo as possible.
- 2 Check that the room contains a table and two chairs.
- 3 Check that any charts, diagrams, etc have been cleared from the walls.
- 4 Check that you have the following on display:
  - a clock that all candidates can see clearly
  - the centre number, and the starting time and finishing time of the examination.
- 5 Check that you have:
  - a copy of the current Regulations for the conduct of examinations
  - a copy of The Guide for Interlocutors
  - suitable modern sound recording equipment together with sufficient blank recording media
  - a supply of writing paper and pencils for the candidate to take notes during the preparation time immediately before Part 4 of the exam
  - a sufficient number of Mark Sheets – 1 per candidate.
- 6 One hour before the examination session begins, open the Secure envelope and read through the exam papers to familiarise yourself fully with:
  - the contents
  - the questions
  - the subjects covered
  - the timings for each section
  - the role play scenario
- 7 Ensure the sound recording equipment provided in the Examination Room is working properly.
- 8 Record the introduction to the examination:
  - ✓ “City & Guilds International Spoken ESOL test, (LEVEL), (DATE). Start of examination session.”

### B Immediately before each candidate's examination

- 1 Make sure you check the identity of each candidate using photographic ID provided by the candidate before the start of the exam. Check the information against that printed on the Invigilation Certificate.

- 2 Complete the candidate details on the Mark Sheet. There must be one Mark Sheet per candidate, and they must exactly match the details on the Invigilation Certificate.
- 3 Record the introduction to the candidate sitting the examination:
  - ✓ “(Candidate name)', Test Begins”.

### C During the examination

- DO keep the sound recorder running.
- DO keep to the Interlocutor script.
- DO keep to the prescribed timings.
- DO be friendly, encouraging and use eye contact where appropriate.
- DO give the candidate opportunity to talk and only prompt or interrupt where absolutely necessary.
- DO speak clearly, and at a speed appropriate to the level of the examination.
- DON'T ask closed questions.
- DON'T say 'fine', 'great', 'well done' etc.
- DON'T correct the candidate's answers.
- DON'T suggest answers, provide vocabulary or expand on the candidate's responses.

### D Immediately after each candidate's examination

- Record the following:
  - ✓ 'Thank you. That is the end of the test. (Candidate name). End of Test'.

### E After the final candidate's examination

- 1 Record the following:
  - ✓ “City & Guilds International Spoken ESOL test, (LEVEL), (DATE). End of examination session.”
- 2 Switch off voice recorder and playback the recording from the beginning to check that the quality is acceptable.
- 3 Arrange for the recordings to be transferred to PC/Laptop, and uploaded to the City & Guilds Mycertis system.
- 4 Give the Exam Papers to the Examinations Secretary.

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