

Guide for Interlocutors



February 2020

Version 01.8

TABLE OF CONTENTS

1.1 The LanguageCert Interlocutor	3
1.2 The role of the Interlocutor	3
1.3 The role of the Chief Invigilator	5
2. Before, During and After the Examination.....	6
3. The six levels of the International ESOL (Speaking)	9
4. The Four Parts Of International ESOL (Speaking)	10
4.1 General Overview	10
4.2 Length of the Exam	15
5. Adjusting your language	16
6. Specific Guidance and Advice for each level	20
6.1 A1 - Preliminary Level	21
6.2 A2 - Access Level.....	23
6.3 B1 - Achiever Level.....	26
6.4 B2 - Communicator Level	29
6.5 C1 - Expert Level	31
6.6 C2 - Mastery Level	33
6.7 Language for initiating and responding.....	36
7. Interlocutor Performance	41
7.1 What if things go wrong?.....	41
7.2 Do's and Don'ts	43
7.3 Assessment of Interlocutor Performance.....	45
8. LanguageCert Young Learners ESOL (Speaking)	47
Appendix A – Instructions for sample recording device	55
Appendix B – Interlocutor Feedback Form	56
Appendix C – Close Out Report.....	57
Appendix D – Marksheet for Young Learners ESOL Exams	58

1. INTRODUCTION

1.1 The LanguageCert Interlocutor

The purpose of this Guide is to provide information and guidance for Interlocutors on all aspects of the LanguageCert International ESOL (Speaking) 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 the LanguageCert International ESOL examinations (Speaking) can be found in the LanguageCert International ESOL (Speaking) Qualification Handbook.

1.2 The role of the Interlocutor

The Interlocutor is responsible for conducting the LanguageCert International ESOL (Speaking) 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

Interlocutors may be native or non-native speakers 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 LanguageCert where they are marked centrally by Marking 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 LanguageCert.

Key responsibilities

The Interlocutor must:

- be fully familiar with the contents of *The Guide for Interlocutors*
- manage the interaction in the exam and facilitate the candidate's performance
- be able to attend LanguageCert training prior to posting
- help set up the examination room
- be completely familiar with the scripted Interlocutor Framework for each level of the International ESOL exams (Speaking) and deliver it as accurately as possible 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
- conduct the exam in accordance with LanguageCert regulations
- ensure mobile phones are switched off during the speaking tests
- ensure the security of examination material at all times
- 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
- write the recording number for each candidate next to their name on the "Close Out report"
- ensure all necessary procedures are in place to prevent malpractice during the examination
- ensure that all examination scripts are collected immediately after the examination together with any notes made during the exam, and handed to the Chief Invigilator
- be professional in their dress attire and behaviour
- undertake to offer the services set out above within the specified times and in accordance with LanguageCert's procedures

1.3 The role of the Chief Invigilator

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

The **Chief Invigilator** is responsible for:

- providing the Interlocutor with the exam material
- 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
- receiving all exam material from the Interlocutor after the end of the exam

2. BEFORE, DURING AND AFTER THE EXAMINATION

2.1 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

Examination signs 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 Chief 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

Stationery

The Interlocutor must be provided with 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. Any notes made need to be kept by the Interlocutor and handed back to the Chief Invigilator together with the exam materials.

Exam Papers Envelope

Exam material must be checked to ensure the correct material has been sent. Each envelope has a window through which the subject, level of examination and date of examination are visible.

Reference Material

A current copy of the *Guide for Interlocutors* should be available for reference.

2.2 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.

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.

Instructions of use for a **sample recording** device can be found in Appendix A of this document. It is the responsibility of the Interlocutor to familiarise themselves with the use of the recording device prior to the beginning of the first interview.

2.3 Interlocutor's administrative responsibilities: During and After the exam session

When you are satisfied that the equipment is working properly, the microphones have been suitably positioned and the candidate is ready to start, the following procedure must be followed:

1. Switch on the voice recorder
2. Record the following: 'LanguageCert International ESOL, Speaking, (level), (date).
3. Say '(Give candidate's full name). Exam begins'
4. Leave the voice recorder running for the duration of the exam.
5. At the end of the exam, say 'Thank you, (give candidate's name). That is the end of the exam.'
6. Switch off the voice recorder until the next candidate is ready to begin.
7. Write the recording file number next to the candidate's name on the Close Out Report.
8. Repeat the above process for each candidate

In addition to the short, two-minute pause between candidates, you should also allow yourself a 15-minute break after running 12 consecutive exams at Preliminary and Access levels, and after 8 consecutive exams at Achiever level and above. Moreover, a 10-minute level-change break between groups of candidates who are entered at different levels should be taken.

After the end of all exam sessions, the Interlocutor signs the Invigilator certificate / Close out report.

A sample of the Invigilator certificate / Close out report can be found in this document as **Appendix C**.

3. THE SIX LEVELS OF THE INTERNATIONAL ESOL (SPEAKING)

LanguageCert International ESOL qualifications (Speaking) are available at six levels, from beginner to highly advanced. Each level has been mapped to the Common European Framework of Reference (CEFR). The CEFR is an international standard for describing language ability, which is used globally to describe learners' language skills.

3.1 Comparative Levels Chart

Examination	CEFR Level
Preliminary	A1
Access	A2
Achiever	B1
Communicator	B2
Expert	C1
Mastery	C2

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 International ESOL (Speaking) Qualification Handbook.

4. THE FOUR PARTS OF INTERNATIONAL ESOL (SPEAKING)

4.1 General overview

The focus of the four parts of International ESOL (Speaking) is the same at each level.

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

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 levels, 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. The number of questions you ask will vary from candidate to candidate. However, you should try to ask at least 3 questions.

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 level.

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.

Before the exam, you should familiarise yourself with the paper. You need to imagine the various scenarios which may arise during the interactions and think about how you will develop the conversations. The candidate might respond positively or negatively. Make sure you have strategies for dealing with both responses. You may need to adopt a different persona or role (e.g. hotel manager, doctor), but the candidate is never asked 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)

At A1 and A2 levels each situation should run to 2 turns each, but at B1 to C2, you need to expand the exchange both in terms of length and complexity. At the higher levels, you must make sure you give the candidate every opportunity to expand and use a full range of functional language. Although each dialogue should be of at least two turns each, you may continue for another one or two turns if it is natural to do so.

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. You and the candidate **ask and answer questions** to find out each other's opinions. The important aspect of Part 3 is the quality of the **language of discussion and not completion of the task**.

Preliminary and Access Levels:

You and the candidate ask and answer questions to find the differences between two pictures. 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. Do not just describe your picture and **do not allow the candidate to simply describe their picture**.

At Preliminary level, the differences are ones of **state**, i.e. not involving actions. However, at Access level, the differences are ones of both **state** (e.g. 'He's tall with dark hair') and **action** (e.g. 'She's sitting at her desk and eating a sandwich'). There may also be an item in the picture which requires **prediction** (e.g. 'What is the little boy in your picture going to do?' 'He's going to dive into the swimming pool'.)

Achiever Level:

At Achiever level, you and the candidate try to reach an agreement after a discussion based on the same visual prompts. The pictures are designed to stimulate discussion but if the candidate has a different suggestion or idea, which is appropriate, then this is fine. Before you start the exam, look at the Part 3 task carefully and make sure you understand what the purpose of the task is.

Communicator Level:

At Communicator level, 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. The tasks are designed to reflect plans and arrangements which are made in everyday life. For example, 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.

Before you start the exam look at the task carefully and make sure you understand what the purpose of the task is. You and the candidate may need to imagine that you are friends, classmates, neighbours etc. During the discussion, candidates should be encouraged to take the initiative, challenge your suggestions and ask questions. The interlocutor should also briefly state their thoughts, as well as ask open-ended questions, to stimulate a discussion.

Expert and Mastery Levels:

At Expert and Mastery levels, you and the candidate both have the same written prompts based on a variety of topics which may also include contemporary issues. You and the candidate need to engage in a discussion to:

- Perform a specific task and/or
- Reach an agreement and/or
- Persuade each other to your point of view

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.

Before you start the exam, look at Part 3 carefully and make sure you understand what the purpose of the task is. You and the candidate have the same input, which may be:

Expert Level:

- A question or statement with several aspects for discussion
- A spidergram with topic or question at the centre
- A list with several items for ranking or prioritising
- A list with several items for discussing and eliminating
- A list with several items for discussing and hypothesising

Mastery Level:

- 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 both levels 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. It is not essential for the task to be completed within the time limit, but you should both aim to do so.

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 three. Range, fluency and the ability to organise and manage the discourse, are all features which the Marking Examiner will be assessing here.

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

Candidates are given preparation time to gather their thoughts and prepare themselves before speaking. 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, as time allows, until the end of exam.

4.2 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:

	Part 1	Part 2	Part 3	Part 4	Total
A1 - Preliminary	1.5 minutes	1 minute	1.5 minutes	2 minutes	6 minutes
A2 - Access	2 minutes	2 minutes	2 minutes	3 minutes	9 minutes
B1 - Achiever	3 minutes	3 minutes	3 minutes	3 minutes	12 minutes
B2 - Communicator	3 minutes	3 minutes	3 minutes	4 minutes	13 minutes
C1 - Expert	3 minutes	3 minutes	4 minutes	5 minutes	15 minutes
C2 - Mastery	4 minutes	4 minutes	4 minutes	5 minutes	17 minutes

4.3 Prescribed Timings

For accurate test results and fairness to candidates, timing for each part of the test as well as the preparation timings of all tests should be kept to the prescribed timing. This will also assist the Marking Examiner to gain a global understanding of the candidate's language skills and to give an accurate assessment of a candidate's speaking ability.

After the preparation time, follow the interlocutor's script to start the task in Parts 3 and 4. **REMEMBER** to start the time keeping for the preparation time from the moment you say:

In Part 3: *'Take twenty seconds to think about what you want to say.'* (20 seconds)

In Part 4: *'You now have thirty seconds to write some notes to help you.'* (30 seconds)

To avoid finishing abruptly, an interlocutor can politely interrupt a candidate to keep to the prescribed overall timing of a part. At the low levels, it may be a good idea not to ask a question 30 seconds before the end of a part.

5. ADJUSTING YOUR LANGUAGE

5.1 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 in the IESOL (Speaking) Qualification Handbook 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 Grammar Syllabus will help you decide what structures to use at each level.

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.

Grammar Syllabus

	A1	A2	B1	B2	C1	C2
Preliminary	Yes	Limited	No	No	No	No
Access	Yes	Yes	Limited	No	No	No
Achiever	Yes	Yes	Yes	Limited	No	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 adjust your language.**

5.2 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:

A1 - Preliminary	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.
A2 - Access	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
B1 - Achiever	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
B2 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.
C1 - 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.
C2 - Mastery	Has no difficulty in understanding any kind of spoken language, delivered at fast 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 talking time for the candidate.

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

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.

5.3 CERF Level Descriptors

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.

6. SPECIFIC GUIDANCE AND ADVICE FOR EACH LEVEL

The following information contains guidance and support for interlocutors for each level. This information should be read together with the appropriate speaking practice paper to gain a thorough understanding in conducting a speaking test which meets the required standards.

You can refer to our website www.languagecert.org to download Practice Papers and view mock interview videos.

6.1 A1 - Preliminary Level

Part	Focus	Interlocutor Role and Responsibilities
<p>Part 1 (1½ minutes)</p>	<p>Giving Personal Information</p> <ul style="list-style-type: none"> • Candidate shares ideas and views by answering a variety of questions 	<ol style="list-style-type: none"> 1. Ask for the spelling of the candidate's family name and his/her nationality - Follow interlocutor script. 2. Ask a selection of questions - up to 5 questions within time limit (one from each topic). 3. Can make a suitable brief comment after the candidate's response, e.g. 'I see', 'Aha', 'Really?' etc. 4. Do not develop the questions into a discussion. 5. Ask for more information if answers are too short - "Can you tell me more about...?". 6. Say 'Thank you' at the end of 1 ½ minutes and move on to Part 2.
<p>Part 2 (1 minute)</p>	<p>Communicating in everyday situations</p> <ul style="list-style-type: none"> • You and the candidate enact a variety of real-life situations • Candidate needs to initiate or respond 	<ol style="list-style-type: none"> 1. Choose a situation from A. - Follow interlocutor script. 2. If the candidate does not respond, repeat the situation and use gestures to indicate that it's the candidate's turn to reply. 3. Choose a situation from B. - Follow interlocutor script. 4. Repeat the situation if candidate does not start as required - Use gestures to indicate that it's the candidate's turn to start.

	<ul style="list-style-type: none"> • Candidate needs to demonstrate the ability to use functional language 	<ol style="list-style-type: none"> 5. Start the discussion, If the candidate still does not start, then pass it back to the candidate promptly. 6. Say 'Thank you' at the end of 1 minute and move on to Part 3.
--	---	--

<p>Part 3 (1½ minutes)</p>	<p>Exchanging information to perform a communicative task</p> <ul style="list-style-type: none"> • candidate asks and answers questions • Candidate uses language to identify similarities and differences 	<ol style="list-style-type: none"> 1. Read the Interlocutor Framework and hand over the candidate's copy of the picture. 2. Begin by asking a question about something which is the same, then ask about something which is different. 3. 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?' 4. Vary the ways in which you ask questions, to encourage the candidate to do so too. 5. Give the candidate enough time to form questions but be prepared to prompt, and support if necessary. 6. Draw the exchange to a close by saying 'Thank you' after 1½ minutes and retrieve the candidate's copy of the picture.
<p>Part 4 (2 minutes)</p>	<p>Speaking about a selected topic</p> <ul style="list-style-type: none"> • Candidate talks about a selected topic at length 	<ol style="list-style-type: none"> 1. Read the Interlocutor Framework and hand over a pencil/pen and paper for any notes they might want to make. 2. Move your chair back slightly and withdraw eye contact while the candidate is thinking.

	<ul style="list-style-type: none"> • Candidate answers questions based on selected topic 	<ol style="list-style-type: none"> 3. Use this time to familiarise yourself with the follow-up questions for the topic. 4. After 30 seconds look back up and signal that it is time to begin by saying '(Candidate's name), please start.' 5. Allow the candidate to talk for the required time and do not interrupt. 6. Ask for more information if the candidate's pauses are longer than 5 seconds 'Can you tell me more about...' 7. Ask 1 or more follow-up questions after the uninterrupted talk, as time allows. 8. After 2 minutes, signal the end of the exam by saying '<i>Thank you.</i> (Give candidate's name.) <i>That is the end of the exam.</i>'
--	---	--

6.2 A2 - Access Level

Part	Focus	Interlocutor Role and Responsibilities
<p>Part 1 (2 minutes)</p>	<p>Giving Personal Information</p> <ul style="list-style-type: none"> • Candidate shares ideas and views by answering a variety of questions 	<ol style="list-style-type: none"> 1. Ask for the spelling of the candidate's family name and his/her nationality – Follow interlocutor script. 2. Ask a selection of questions - up to 5 questions within time limit (one from each topic). 3. Announce the topic before you ask a question e.g. "Now, Travel". 4. Can make a suitable brief comment after the candidate's response, e.g. 'I see', 'Aha', 'Really?' etc. 5. Do not develop the questions into a discussion. 6. Ask for more information if answers are too short - "Can you tell me more about...?" 7. Say 'Thank you' at the end of the 2 minutes and move on to Part 2.
<p>Part 2 (2 minutes)</p>	<p>Communicating in everyday situations</p> <ul style="list-style-type: none"> • You and the candidate enact a variety of real-life situations • Candidate needs to initiate or respond • Candidate demonstrates the ability to use functional language 	<ol style="list-style-type: none"> 1. Choose a situation from A. - Follow interlocutor script. 2. If the candidate does not respond, repeat the situation and use gestures to indicate that it's the candidate's turn to reply. 3. Choose a situation from B. - Follow interlocutor script. 4. Repeat the situation if candidate does not start as required - Use gestures to indicate that it's the candidate's turn to start. 5. Start the discussion, If the candidate still does not start, then pass it back to the candidate promptly. 6. Say 'Thank you' at the end of 2 minutes and move on to Part 3.

<p>Part 3 (2 minutes)</p>	<p>Exchanging information to perform a communicative task</p> <ul style="list-style-type: none"> • candidate asks and answer questions • Candidate uses language to identify similarities and differences. 	<ol style="list-style-type: none"> 1. Read the Interlocutor Framework and hand over the candidate's copy of the picture. 2. Begin by asking a question about something which is the same, then ask about something which is different. 3. Make your own answers as brief as possible and, if the candidate is reticent to initiate, then prompt by saying '<i>Now you ask me a question</i>'. Remember that it's not necessary to find all the differences. 4. Vary the ways in which you ask questions, to encourage the candidate to do so too. 5. Give the candidate enough time to form questions but be prepared to prompt, support and supply language if necessary. 6. Draw the exchange to a close by saying 'Thank you' after 2 minutes and retrieve the candidate's copy of the picture.
<p>Part 4 (3 minutes)</p>	<p>Speaking about a selected topic</p> <ul style="list-style-type: none"> • Candidate talks about a selected topic at length • Candidate answers questions based on selected topic 	<ol style="list-style-type: none"> 1. Read the Interlocutor Framework and hand over a pencil/pen and paper for notes. 2. Move your chair back slightly and withdraw eye contact while the candidate is thinking. 3. After 30 seconds look back up and signal that it is time to begin by saying '(Candidate's name), please start.' 4. Allow the candidate to talk for the required time (about a minute) and don't interrupt. 5. Ask for more information if the candidate's pauses are longer than 5 seconds - 'Can you tell me more about....?'

		<ol style="list-style-type: none">6. Ask one or more follow-up questions after 1 minute of uninterrupted talk, as time allows.7. After 3 minutes, signal the end of the exam by saying '<i>Thank you, (Candidate's name.) That is the end of the exam.</i>'
--	--	--

6.3 B1 - Achiever Level

Part	Focus	Interlocutor Role and Responsibilities
<p>Part 1 (3 minutes)</p>	<p>Giving Personal Information</p> <ul style="list-style-type: none"> • Candidate shares ideas and views by answering a variety of questions 	<ol style="list-style-type: none"> 1. Ask for the spelling of the candidate's family name and his/her nationality - Follow interlocutor script. 2. Ask a selection of questions - up to 5 questions within time limit (one from each topic). 3. Announce each topic before asking a question, e.g. 'Now Travel.' 4. Can make a suitable brief comment after the candidate's response, e.g. 'I see', 'Aha', 'Really?' etc. 5. Do not develop the questions into a discussion. 6. Ask for more information if answers are too short - "Can you tell me more about...?" 7. Say 'Thank you' at the end of the 3 minutes and move on to Part 2.
<p>Part 2 (3 minutes)</p>	<p>Communicating in everyday situations</p> <ul style="list-style-type: none"> • You and the candidate enact a variety of real-life situations • Candidate needs to initiate or respond 	<ol style="list-style-type: none"> 1. Choose a situation from A. – Follow interlocutor script. 2. If the candidate does not respond, repeat the situation and use gestures to indicate that it's the candidate's turn to reply. 3. Choose a situation from B. – Follow interlocutor script. 4. Repeat the situation if candidate does not start as required - use gestures to indicate that it's the candidate's turn to start.

	<ul style="list-style-type: none"> • Candidate demonstrates the ability to use functional language 	<ol style="list-style-type: none"> 5. Start the discussion, if the candidate still does not start, then then pass it back to the candidate promptly. Say '<i>Thank you</i>' at the end of the 3 minutes and move on to Part 3.
<p>Part 3 (3 minutes)</p>	<p>Exchanging information to perform a communicate task</p> <ul style="list-style-type: none"> • Candidate asks and answers questions to find out each other's opinions • Candidate uses language to plan, arrange or decide on a plan 	<ol style="list-style-type: none"> 1. Begin by asking an open question about one of the pictures - See Interlocutor's framework. 2. Give the candidate time to ask you questions and to find out your opinion. 3. Ask questions and (briefly) give your opinion to move the conversation forward. 4. If you disagree with the candidate's opinion, do it in a way that doesn't affect their confidence. 5. Try to reach some form of agreement. It's not necessary to discuss about all the pictures or to finalize the decision. 6. Vary the questions you ask and the opinions you give from candidate to candidate. 7. Draw the exchange to a close by saying '<i>Thank you</i>' after 3 minutes and retrieve the candidate's copy of the picture.
<p>Part 4 (3 minutes)</p>	<p>Speaking about a selected topic</p> <ul style="list-style-type: none"> • Candidate talks about a selected topic at length • Candidate answers questions based on selected topic 	<ol style="list-style-type: none"> 1. Read the Interlocutor Framework and hand over a pencil/pen and paper for notes. 2. Move your chair back slightly and withdraw eye contact while the candidate is thinking. 3. After 30 seconds look back up and signal that it is time to begin by saying '(Candidate's name), <i>please start.</i>' 4. Allow the candidate to talk for the required time and don't interrupt. 5. Ask for more information if the candidate's pauses are longer than 5 seconds - '<i>Can you tell me more about....?</i>'

		<ol style="list-style-type: none"> 6. Ask 1 or more follow-up questions after 1 minute of uninterrupted talk, as time allows. 7. After 3 minutes, signal the end of the exam by saying “<i>Thank you, (give candidate’s name). That is the end of the exam.</i>”
--	--	--

6.4 B2 - Communicator Level

Part	Focus	Interlocutor Role and Responsibilities
<p>Part 1 (3 minutes)</p>	<p>Giving Personal Information</p> <ul style="list-style-type: none"> • Candidate shares ideas and views by answering a variety of questions 	<ol style="list-style-type: none"> 1. Ask for the spelling of the candidate’s family name and his/her nationality – Follow interlocutor script. 2. Ask a selection of questions - up to 5 questions within the time limit (one from each topic). 3. Announce each topic before asking a question, e.g ‘<i>Now Travel.</i>” 4. Can make a suitable brief comment after the candidate’s response, e.g. ‘I see’, ‘<i>Aha</i>’, ‘<i>Really?</i>’ etc. 5. Do not develop the questions into a discussion. 6. Ask for more information if answers are too short - “<i>Can you tell me more about...?</i>” 7. Say ‘<i>Thank you</i>’ at the end of the 3 minutes and move on to Part 2.
<p>Part 2 (3 minutes)</p>	<p>Communicating in everyday situations</p>	<ol style="list-style-type: none"> 1. Choose a situation from A. – Follow interlocutor script. 2. If candidate does not respond, repeat the situation and use gestures to indicate that it’s the candidate’s turn to reply.

	<ul style="list-style-type: none"> You and the candidate enact a variety of real-life situations Candidate needs to initiate or respond Candidate demonstrates the ability to use functional language 	<ol style="list-style-type: none"> Choose a situation from B. - Follow interlocutor script. Repeat the situation if candidate does not start as required - use gestures to indicate that it's the candidate's turn to start. Start the discussion, if the candidate still does not start, then pass it back to the candidate promptly. If time allows, choose a third situation from A or B. Indicate if the candidate should start or reply. Careful not to exceed the time limit. Say '<i>Thank you</i>' at the end of the 3 minutes and move on to Part 3.
<p>Part 3 (3 minutes)</p>	<p>Exchanging information to perform an everyday task</p> <ul style="list-style-type: none"> Candidate asks and answers questions to share opinions. Candidate reflects and suggests some plans and arrangements to reach an agreement Candidate takes the initiative to challenge interlocutor's suggestions 	<ol style="list-style-type: none"> Read the Interlocutor Framework. Give the candidate 20 seconds to read the task you have handed over. Give the candidate time to ask questions and to make suggestions. Ask questions and (briefly) give your opinion to move the conversation forward. Feel free to disagree with the candidate but make it non-confrontational. Try to reach some form of agreement within the time allowed. Don't worry if the task isn't fully completed within the 3 minutes. After 3 minutes, draw the exchange to a close by saying "<i>Thank you</i>" and retrieving the candidate's copy of Part 3.
<p>Part 4 (4 minutes)</p>	<p>Speaking about a selected topic</p>	<ol style="list-style-type: none"> Read the Interlocutor Framework and hand over a pencil/pen and paper for notes.

	<ul style="list-style-type: none"> • Candidate talks about a selected topic at length • Candidate answers questions based on selected topic 	<ol style="list-style-type: none"> 2. Move your chair back slightly and withdraw eye contact while the candidate is thinking. 3. After 30 seconds look back up and signal that it is time to begin by saying '<i>Candidate's name</i>, please start.' 4. Allow the candidate to talk for the required time and don't interrupt. 5. Ask 1 or more follow-up questions after 2 minutes of uninterrupted talk, as time allows. 6. After 4 minutes, signal the end of the exam by saying "<i>Thank you</i>. (give candidate's name.) <i>That is the end of the exam.</i>"
--	---	--

6.5 C1 - Expert Level

Part	Focus	Interlocutor Role and Responsibilities
<p>Part 1 (3 minutes)</p>	<p>Giving Personal Information</p> <ul style="list-style-type: none"> • Candidate shares ideas and views by answering a variety of questions 	<ol style="list-style-type: none"> 1. Ask for the spelling of the candidate's family name and his/her nationality - Follow interlocutor script. 2. Ask one question from each topic area - up to 5 questions within time limit. 3. Announce the topic before you ask a question e.g. "Now, Daily life". 4. Can make a suitable brief comment after the candidate's response, e.g. 'I see', 'Aha', 'Really?' etc. 5. Do not develop the questions into a discussion. 6. Ask for more information if answers are too short - "<i>Can you tell me more about...?</i>" 7. Say '<i>Thank you</i>' at the end of the 3 minutes and move on to Part 2.

<p>Part 2 (3 minutes)</p>	<p>Communicating in everyday situations</p> <ul style="list-style-type: none"> You and the candidate enact a variety of real-life situations Candidate needs to initiate or respond Candidate demonstrates the ability to use functional language 	<ol style="list-style-type: none"> Choose a situation from A. – Follow interlocutor script. If candidate does not respond, repeat the situation - use gestures to indicate that it's the candidate's turn to reply. Choose a situation from B. - Follow interlocutor script. Repeat the situation if a candidate does not start as required - use gestures to indicate that it's the candidate's turn to start. Start the discussion, If the candidate still does not start, then pass it back to the candidate promptly. If time allows, choose a third situation from A or B. Indicate if the candidate should start or reply. Careful not to exceed the time limit. Say '<i>Thank you</i>' at the end of the 3 minutes and move on to Part 3.
<p>Part 3 (4 minutes)</p>	<p>Exchanging information to perform a communicative task</p> <ul style="list-style-type: none"> Candidate and interlocutor perform a task, to reach an agreement or persuade each other Candidates should take the initiative to challenge interlocutor's suggestions and ask questions 	<ol style="list-style-type: none"> Begin by reading the Interlocutor Framework. Give the candidate 20 seconds to read the task. Give the candidate time to ask you questions and to make suggestions. Ask questions and (briefly) give your opinion to move the conversation forward. Feel free to disagree with the candidate but make it non-confrontational. After 4 minutes, draw the exchange to a close by saying "<i>Thank you</i>" and retrieving the candidate's copy of Part 3.

<p>Part 4 (5 minutes)</p>	<p>Speaking about a selected topic</p> <ul style="list-style-type: none"> • Candidate talks about a selected topic at length • Candidate answers questions based on selected topic 	<ol style="list-style-type: none"> 1. Read the Interlocutor Framework and hand over a pencil/pen and paper for notes. 2. Move your chair back slightly and withdraw eye contact while the candidate is thinking. 3. After 30 seconds look back up and signal that it is time to begin by saying '(Candidate's name), <i>please start.</i> 4. Allow the candidate to talk for the required time (about 2 minutes) and don't interrupt. 5. Ask 1 or more follow-up questions after 2 minutes of uninterrupted talk, as time allows. 6. After 5 minutes, signal the end of the exam by saying "<i>Thank you, (give candidate's name). That is the end of the exam.</i>"
---	---	--

6.6 C2 - Mastery Level

Part	Focus	Interlocutor Role and Responsibilities
<p>Part 1 (4 minutes)</p>	<p>Giving Personal Information</p> <ul style="list-style-type: none"> • Candidate shares ideas and views by answering a variety of questions 	<ol style="list-style-type: none"> 1. Ask for the spelling of the candidate's family name and his/her nationality - Follow interlocutor script. 2. Announce the topic before you ask a question e.g. "<i>Now, First Language</i>". 3. Ask one question from each topic area - try to ask at least 3 questions within time limit.

		<ol style="list-style-type: none"> 4. Can make a suitable brief comment after the candidate's response, e.g. '<i>I see</i>', '<i>Ahd</i>', '<i>Really?</i>' etc. (Do not develop the questions into a discussion.) 5. Ask for more information if answers are too short - "<i>Can you tell me more about...?</i>" 6. Say '<i>Thank you</i>' at the end of the 4 minutes and move on to Part 2.
<p>Part 2 (4 minutes)</p>	<p>Communicating in everyday situations</p> <ul style="list-style-type: none"> • You and the candidate enact a variety of real-life situations • Candidate needs to initiate or respond • Candidate demonstrates the ability to use functional language 	<ol style="list-style-type: none"> 1. Choose a situation from A. – Follow interlocutor script. 2. Repeat the situation if candidate does not reply as required. Use gestures to indicate that it's the candidate's turn <u>to reply</u>. 3. Choose a situation from B. – Follow interlocutor script. 4. Repeat the situation if candidate does not start as required. Use gestures to indicate that it's the candidate's turn <u>to start</u>. 5. Start the discussion, if the candidate still does not start, then pass it back to the candidate promptly. 6. If time allows, choose a third situation from A or B. 7. Indicate if the candidate should start or reply. Careful not to exceed the time limit. 8. Say '<i>Thank you</i>' at the end of the 4 minutes and move on to Part 3.
<p>Part 3 (4 minutes)</p>	<p>Exchanging information to perform a communicative task</p> <ul style="list-style-type: none"> • Candidate and interlocutor perform a task, to reach an 	<ol style="list-style-type: none"> 1. Begin by reading the Interlocutor Framework. 2. Give the candidate 20 seconds to read the task. 3. Give the candidate time to ask you questions and to make suggestions.

	<p>agreement or persuade each other</p> <ul style="list-style-type: none"> • Candidate should take the initiative to challenge interlocutor's suggestions and ask questions 	<ol style="list-style-type: none"> 4. Ask questions and (briefly) give your opinion to move the conversation forward. 5. Feel free to disagree with the candidate but make it non-confrontational. 6. After 4 minutes, draw the exchange to a close by saying "<i>Thank you</i>" and retrieving the candidate's copy of Part 3.
<p>Part 4 (5 minutes)</p>	<p>Speaking about a selected topic</p> <ul style="list-style-type: none"> • Candidate talks about a selected topic at length • Candidate answers questions based on selected topic 	<ol style="list-style-type: none"> 1. Read the Interlocutor Framework and hand over a pencil/pen and paper for their notes. 2. Move your chair back slightly and withdraw eye contact while the candidate is thinking. 3. After 30 seconds look back up and signal that it is time to begin by saying '<i>(Candidate's name), please start.</i>' 4. Allow the candidate to talk for the required time (about 2 minutes) and don't interrupt. 5. Ask 1 or more follow-up questions after 3 minutes of uninterrupted talk, as time allows. 6. After 5 minutes, signal the end of the exam by saying "<i>Thank you, (give candidate's name). That is the end of the exam</i>".

6.7 Language for initiating and responding

PART 1

Introducing a topic

The first topic...

Next topic...

Second topic...

Now...

Let's move on to the second/third topic

The next topic is...

X is the next topic

The final topic is...

Finally, X

Moving to another question after it has been repeated and the candidate still does not understand it. Remember not to rephrase the question.

'All right, here is another question...'

'Let's move on to another question...'

To elicit more information if answers are too short and/or you can use gestures.

'Can you tell me more about...?'

'Is there anything you can tell me about...?'

You can make a suitable brief comment after a candidate's response, but do not develop the questions into a discussion.

'I see,'

'Aha, really?'

'OK'

'Interesting.'

PART 2 - Communicating in everyday situations

Remember, when you are initiating and responding, you may need to adopt a different persona, but the candidate is always him or herself throughout the spoken exam. Use natural and common language for each 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)

Examples:

A1 - Preliminary Level

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

Candidate: 'Coffee please.'

Interlocutor: 'Black or white?'

Candidate: 'Black please, with sugar.'

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.'

A2 - Access Level

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?'

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.'

B1 - Achiever Level

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.'

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.'

B2 - Communicator Level

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.'

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.'

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 ...

C1 - Expert Level

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.'

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.'

C2 - Mastery Level

'Interlocutor: I'm a university lecturer in your subject. You want to study in the department where I work. I start.

Interlocutor: 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.'

Part 3 - Exchanging information to perform a communicative task

Initiate the exchange of information in various ways which should encourage the candidate to do so too. Give the candidate enough time to form questions but be prepared to prompt, support if necessary. Remember, your answers should be brief. If the candidate is reticent to initiate, then prompt by saying:

'Now you ask me a question' or 'Can you ask me another question?'

Preliminary - A1 and Access - A2 Levels

Examples:

- '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?'
- 'In my picture, it's cloudy and raining. What's the weather like in your picture?'
- 'Are there any flowers in your picture? There are four in mine.'
- 'I've got a man reading a newspaper in my picture. What about you?'
- 'There're two cats in my picture. And in yours?'
- 'How many cups are there on the shelf in your picture? There are four in mine'.

B1 - Achiever Level

The pictures are designed to stimulate discussion but if the candidate has a different suggestion or idea which is appropriate, then this is fine. The following examples are some ways of asking open questions about pictures:

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?'
- A plant may be a nice idea, she could take it home. Do you think this is a good idea?

In a task where you are discussing what to do on your last day of your holidays

- How about we play tennis or golf?
- Should we go to the beach after lunch, or do you have any other suggestions?
- We went to the cinema last night, how about we go to the theatre tonight?

The three higher levels - B2/C1/C2

In a task in which suggestions are made for reducing traffic congestion

- I think people should use buses, but we would have to reduce the cost of tickets, would you agree?
- I agree with you and it would help if the city council made more bicycle paths. Do you think this is a good idea?
- Do you think we could encourage people to use the tram?

You can disagree with a candidate's opinion in a way which does not affect their confidence.

Examples:

- 'That's an interesting idea, but I think that...'
- 'Well, we could do that, but what about... instead?'

Ask **open-ended questions** which help to stimulate a discussion. At all levels, vary the questions you ask and the opinions you give from candidate to candidate.

Part 4 - Speaking about a selected topic

If a candidate dries up during the uninterrupted talk, wait for 5 - 7 seconds before you say,

'Can you tell me a bit more about ...'

If they still do not have any ideas, then you can use the follow-up questions. Do not ask any unscripted questions.

7. INTERLOCUTOR PERFORMANCE

7.1 What if things go wrong?

The recording equipment breaks down	Request a replacement immediately, and start the exam again with the new recorder. Choose different questions. 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 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 does not understand and remains silent	Most of the time, it is enough to repeat the question or situation. In Parts 1 - 2, if the candidate still does not understand, then move on to the next question or situation. In Part 4, you are permitted to explain the meaning of the topic if the candidate does not understand. If a candidate still does not understand and remains silent after 5 - 7 seconds, then move to another follow-up question.
In Parts 3 and 4, during the preparation time, the candidate asks the meaning of a topic	If during the preparation time a candidate states they do not understand the topic, you can briefly explain the topic - no extra preparation time should be given.
The candidate does not use their 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, then you should allow them to start. Follow the interlocutor's script to start Parts 3 and 4.
The candidate starts talking about a different topic	In Part 2, you should wait for an appropriate pause to repeat the situation. If they still do not understand, move to another situation. In Part 4, 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.
The candidate dries up during the uninterrupted talk	After waiting between 5 - 7 seconds, encourage them to say more by using hand gestures and body language or say ' <i>What else can you tell me about...?</i> ' If they continue to struggle with ideas, use the follow-up questions to stimulate a discussion.
The candidate's answers are too brief	In Parts 1 and 4, encourage them to say more by using hand gestures and body language or say ' <i>What else can you tell me about...?</i> '
The candidate's answers are too long	Interrupt the candidate by politely at an appropriate pause and say ' <i>Thank you</i> '.

7.2 Do's and Don'ts

The following tips provide basic advice on how to 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. If they remain silent after 5 - 7 seconds, then be prepared to interrupt appropriately depending on the Part and Task type.

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	LanguageCert IESOL (Speaking) 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.

7.3 Assessment of Interlocutor performance

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

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

Criteria	Key Performance Indicator
Language	<ul style="list-style-type: none">• Language production accurate and appropriate• Language and speech rate appropriate to the level being examined• Accent intelligible in an international context
Framework	<ul style="list-style-type: none">• Fully familiar with scripted framework• Adheres to interlocutor framework• Natural delivery of interlocutor script
Attitude	<ul style="list-style-type: none">• Polite and patient at all times• Suitably encouraging and reassuring when necessary• Refrains from commenting on candidate's performance• Refrains from making inappropriate comments• Listens to the candidate and shows interest in responses
Elicitation	<ul style="list-style-type: none">• Adequate samples of language elicited from the candidate• Interlocutor/candidate interaction in Parts 2 and 3• Uses open-ended questions• Refrains from talking too much
Timing	Keeps to prescribed timing for each part / overall interview. Keeps to prescribed timing for Part 4

Other

- Quality of recorded audio file
- Completion of exam documentation

To ensure all tests are standardized and candidates receive the same speaking opportunities, interlocutors are monitored and feedback is given to help them improve their interlocutor performance.

A sample of the Interlocutor feedback form can be found in this document as **Appendix B**.

Each Key Performance Indicator is given one of three ratings: To Standard, Needs to Improve, or Below Standard.

The table on the form explains what is considered to be as “to standard”.

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 Below Standard, the Interlocutor will not be permitted to conduct further spoken exams.

8. LANGUAGECERT YOUNG LEARNERS ESOL (SPEAKING)

LanguageCert Young Learners ESOL qualifications (Speaking) are available at two levels, Fox, which is approximately pre-A1, and Owl, which is approximately A1.

The LanguageCert Young Learners ESOL Spoken exam is an interview between an Interlocutor and a candidate. The Interlocutor manages the interaction and elicits a sample of spoken language, as good and extensive as possible, from the candidate. To this end, during the test the Interlocutor follows a script provided by LanguageCert. The Young Learners spoken exam is not recorded.

In the Young Learners spoken exams, the Interlocutor is also responsible for marking the candidate's performance. To conduct the marking, the Interlocutor uses the Marksheet for Speaking, where s/he assigns the marks after the exam has finished and the candidate has left the examination room.

Levels and Length of the exam

Young Learners exam	CEFR level	Length of the exam
Fox	approximately Pre-A1	about 5 minutes
Owl	approximately A1	about 7 minutes

Note: the durations of the Young Learners exams are approximate. If deemed necessary, the Interlocutor may allow more time in order to provide the adequate support to the candidate and ensure that friendly exam conditions are met during the examination.

To gain a thorough understanding in conducting a Young Learners speaking test, please read the information that follows together with the appropriate speaking paper.

You can refer to our website www.languagecert.org to download practice papers and support material for the Young Learners exams.

Parts of the Speaking Paper

The aim of part one is to settle the candidate and to ask a set of questions aimed at eliciting personal information.

The rest of the parts focus on enabling the candidate to produce relevant and meaningful responses by making use of visual cards.

The speaking paper includes back-up questions which the Interlocutor may use in case the candidate does not provide an answer or provides an irrelevant response.

Fox – Overview

Part	Focus	Task
Part 1	Answering simple questions about self	Give name, age etc.
Part 2	Vocabulary resource and interaction with Interlocutor	A picture card with two objects is presented by the Interlocutor and the candidate is required to identify the objects and respond to four follow-up questions.
Part 3	Interaction with Interlocutor	A scene card is presented by the Interlocutor; the candidate responds to questions regarding the visual and is then asked three follow-up questions on the same topic about themselves.

In the Fox Speaking paper, the candidate is expected to respond to a total of 17 questions.

Owl – Overview

Part	Focus	Task
Part 1	Answering simple questions about self	Give name, age etc.
Part 2	Vocabulary resource	A card with 12 objects is presented by the Interlocutor; the Interlocutor selects two topic categories and the candidate is asked to identify items of the same topic family and name them.
Part 3	Identifying differences between two visuals	A card with two visuals is presented by the Interlocutor; the Interlocutor gives the example of one difference and asks the candidate to identify the remaining differences.
Part 4	Interaction with Interlocutor	A scene card is presented by the Interlocutor and the candidate is asked to describe the picture.

In the Owl Speaking paper, the candidate is expected to produce a total of 25 utterances.

Assessment Guidelines and Marksheet for Spoken exams

The LanguageCert Young Learners ESOL Spoken exam is an interview between an Interlocutor and a candidate. The Interlocutor manages the interaction and elicits a sample of spoken language, as good and extensive as possible, from the candidate. To this end, during the test the Interlocutor follows a script provided by LanguageCert. For the LanguageCert Young Learners ESOL exams, the Interlocutor is also responsible for marking the candidate's performance.

The LanguageCert Young Learners ESOL assessment criteria for Spoken exams are included in the following table.

LanguageCert Young Learners ESOL (Speaking)	
Assessment Criteria	Definition
Task Fulfilment	The extent to which the response produced by the candidate addresses the task in a direct manner and provides an answer that is relevant and meaningful.
Accuracy and Range of Grammar	The extent to which the response produced by the candidate is grammatically accurate, appropriate and adequate.
Accuracy and Range of Vocabulary	The extent to which the response produced by the candidate is lexically accurate, appropriate and adequate.
Fluency and Pronunciation	The extent to which the responses produced by the candidate are intelligible, with appropriate pausing and intonation.

For each assessment criterion, there are four levels of candidate performance:

- Excellent (4 marks)
- Very good (3 marks)
- Satisfactory (2 marks)
- Below level (1 mark)

If the candidate does not provide a sufficient sample of language or does not attempt the tasks, zero marks are awarded.

Total Marks

At the end of the examination, the Interlocutor should give a mark between 0 and 4 under each criterion per candidate in the Marksheet. The total marks are calculated by summing the marks awarded across all four criteria, so that the maximum number of total marks a candidate can receive is 16.

Overview of Assessment Criteria

In the following table, the assessment criteria for the Young Learners Spoken exams are further explained in terms of the level of performance expected from the candidate.

Assessment Criteria	Level of performance expected
Task Fulfilment	A relevant and meaningful response is expected. Depending on the test part, this may be successfully achieved with one word or may require a short phrase or short sentence. Communication of an appropriate message is the most important aspect of this criterion.
Accuracy and Range of Grammar	Candidates are expected to be able to understand the grammatical structures listed for their level in the Grammar Syllabus. However, they are not expected to be able to produce the full range of structures included in the Grammar Syllabus in the Spoken exam; nor are they expected to produce language which is completely free of errors. It is possible for a candidate who produces an appropriate range of grammatical structures but with an occasional error which doesn't impede communication of the message to score 3 or 4 in this criterion.
Accuracy and Range of Vocabulary	Candidates are expected to be able to understand and produce the vocabulary listed for their level in the Vocabulary List. However, it is possible for a candidate who mainly produces appropriate vocabulary but with an occasional slip which doesn't impede communication, or who occasionally asks the Interlocutor for support with a word, to score 3 in this criterion.
Fluency and Pronunciation	Candidates are expected to speak intelligibly but they don't need to pronounce all individual sounds accurately, nor to produce correct word stress or intonation, to score 3 or 4 in this criterion, as long as their responses are comprehensible to the Interlocutor. They are expected to take time to consider their response before answering and should not be penalised for this as long as their hesitation doesn't become unnatural.

To accurately mark the candidate’s speaking performance, the Interlocutor should be familiar with

- what each task focuses on, in terms of candidate’s ability
- what type of response the candidate is expected to produce in each task.

Fox (Pre-A1)

Part	Task focus	Type of response expected
1	To show candidate can understand and answer simple questions about themselves	To each question, candidate responds with one word or a short phrase. Response is relevant and comprehensible but not necessarily grammatically accurate.
2	To show candidate has the vocabulary resource to understand and answer simple questions about a picture of a familiar object and a topic related to the object	To each question, candidate responds with one word or a short phrase, showing knowledge of the target vocabulary. Response is relevant and comprehensible but not necessarily grammatically accurate.
3	To show candidate’s ability to interact with the Interlocutor about a picture of an everyday scene and a topic related to the scene	To each question, candidate responds with one word, a short phrase or a short sentence, showing knowledge of the target vocabulary. Response is relevant and comprehensible but not necessarily grammatically accurate.

Owl (A1)

Part	Task focus	Type of response expected
1	To show candidate can understand and answer simple questions about themselves	To each question, candidate responds with one word or a short phrase. Response is relevant and comprehensible but not necessarily grammatically accurate.
2	To show candidate's vocabulary resource by asking them to identify and name objects on a picture card	To each question, candidate responds by pointing or with one word or a short phrase. Response is relevant and comprehensible but not necessarily grammatically accurate.
3	To show candidate's ability to describe the differences between two similar but different pictures of a scene from everyday life	Candidate describes the differences by pointing and using two single words (for example: <i>round, square</i>) or two short phrases (for example: <i>round table, square table</i>) or one or two simple sentences (for example: <i>This table is round but this table is square</i>). Response is relevant and comprehensible but not necessarily grammatically accurate.
4	To show candidate's ability to describe a picture of a scene from everyday life and to extend their description by answering questions of the Interlocutor	After an initial prompt, candidate describes the people and things in the picture, including things like the weather, what people are wearing, what they're doing, what they're probably saying or thinking. Candidate then answers the Interlocutor's questions about things they have not yet mentioned. Candidate uses short, simple sentences which are relevant and comprehensible but not necessarily grammatically accurate.

Do's and Don'ts for Interlocutors of the Young Learners Spoken Exams

The following tips provide basic advice on how to make sure you conduct the Young Learners spoken exam in a suitable manner and create a comfortable, supporting exam environment for the candidate.



make sure you are thoroughly familiar with the test format before conducting your first exam

organise the exam material in front of you on your desk/table before the candidate enters the room

ensure a chair for the candidate is placed at an appropriate and comfortable distance from you, in a non-confrontational position, and so that the candidate is not looking directly into the sun/a light

make sure the candidate is sitting comfortably before you start the exam

maintain an informal, relaxed, friendly and encouraging atmosphere

speak slowly (but not *unnaturally* slowly) and clearly

follow the Interlocutor's script, making it sound as natural as possible

show by your expression that you are listening to what the candidate says

use a back-up question if the candidate does not understand a question

give the candidate plenty of time to look at the picture cards and to take in the instructions or questions before asking a back-up question

say 'Yes' or 'Good' when the candidate has been successful

supply the word if the candidate points at something on a picture card and says 'What's this?' but, if it happens too often, reflect it in the mark given for 'Vocabulary'

accept what the candidate says if they interpret something in a picture card in a slightly unexpected way. For example, if they say '*throwing the ball*' instead of '*kicking the ball*', don't force them to say 'kicking'

remember to use the candidate's name throughout the test

complete the marksheet **after** the candidate has left the room

Don't

deviate from the Interlocutor's script or insert your own comments or questions

invent your own back-up questions – always use the back-up question provided if it's necessary

rush the candidate to respond – they need time to look at the picture cards and to process your instructions or questions, and to think about their response

say 'No' or correct the candidate after an inappropriate response – *either* say nothing but pause looking quizzical and thus inviting the candidate to try again, *or* repeat the question/back-up question more slowly, perhaps with a change of stress (for example, '**Where** do you have breakfast?')

let the candidate feel bad if they cannot respond even after the back-up question – just give the answer and carry on, without further comment, to the next item in the Interlocutor's script

try to complete the marksheet while you are conducting the test; it is important that you don't take your attention away from the candidate during the examination

tell the candidate what marks you are planning to award at the end of the test, but smile as you say goodbye so they feel satisfied with their performance when they leave the room

Appendix A – Instructions for sample recording device

1. While the voice recorder is turned off, press and hold the power button. Number 257h (remain time) will appear on the screen indicating that no interviews have been recorded.

Notice: If the recorder is stopped for 5 minutes or longer it goes into standby mode and the display shuts off. To exit standby mode and turn on the display, press any button.



2. Slide REC switch on to record the introduction to the test session. The indicator light turns red.



3. Record 'LanguageCert International ESOL Speaking, (level), (date). Start of examination session.' Slide REC switch down. The red light will go off.
4. Number 1/1 should appear on top of the screen indicating that the recording has been successful. Please call the supervisor and check the quality of the recording together by pressing the PLAY button. The indicator light turns green.

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

5. Slide REC switch on before you start the interview. A red light comes up confirming that you are recording. Slide REC switch down when you finish the interview. The light goes off. Number 2/2 should appear on the screen. Ask the candidate to stay in the room and check that the recording has been successful. Press the PLAY button and listen up to the point of the interview when the candidate spells her name. Press PAUSE. The candidate can leave the examination room.
- Please fill in each recording file number next to the candidate's name on the CLOSE OUT REPORT.
 - Repeat the same process for all candidates.
 - Every time the level of the examination changes, the supervisor will provide you with a new voice recorder. Please follow the same instructions as above.

Appendix B – Interlocutor Feedback Form

INTERLOCUTOR FEEDBACK FORM	
Test Centre - Interlocutor name:	
Recording submission date:	
Monitoring date:	
Feedback provided by:	

Criteria	To standard	Needs to Improve	Below standard
Language			
Framework			
Attitude			
Elicitation			
Timing			
Quality of audio file(s)			
Overall Evaluation			

Key Performance Indicators

<p>Language</p> <p>Language production accurate and appropriate</p> <p>Language appropriate to the level being examined</p> <p>Speech rate appropriate (not too fast or slow)</p> <p>Accent intelligible in an international context</p>	<p>Attitude</p> <p>Polite and patient at all times</p> <p>Suitably encouraging and reassuring when necessary</p> <p>Refrains from commenting on candidate's performance</p> <p>Refrains from making inappropriate comments</p> <p>Listens to the candidate and shows interest in responses</p>
<p>Framework</p> <p>Fully familiar with scripted framework</p> <p>Adheres to interlocutor framework</p> <p>Natural delivery of interlocutor script</p>	<p>Elicitation</p> <p>Adequate samples of language elicited from the candidate</p> <p>Interlocutor/candidate interaction in Parts 2 and 3</p> <p>Uses open-ended questions</p> <p>Refrains from talking too much</p>

Appendix C – Close Out Report

The Close Out report contains the candidates' names. It's the same document as the Invigilator certificate that the Interlocutor needs to sign at the end of the exam day.

CANDIDATE LIST	INVIGILATOR CERTIFICATE / CLOSE OUT REPORT	PeopleCert <small>All talents, certified.</small>								
TC Name	Exam Session ID	EXAM ID								
Venue Name	Exam Module	EXAM DATE/TIME								
Room Name	Language	INVIGILATOR								
Registered Candidates										
Registration No.	First Name	Last Name	Email	Photo ID Type	Photo ID No	Birthdate	Duration	Candidate Number	Present	
	correct								<input type="checkbox"/>	
	correct								<input type="checkbox"/>	
	correct								<input type="checkbox"/>	
	correct								<input type="checkbox"/>	
Not Registered Candidates										
	First Name	Last Name	Email							Present
	correct									<input type="checkbox"/>
	correct									<input type="checkbox"/>
	correct									<input type="checkbox"/>
										<input type="checkbox"/>
										<input type="checkbox"/>
Remarks										
					The exam has been conducted according to the PeopleCert Examination Policy Yes <input type="checkbox"/> No <input type="checkbox"/>			DATE <input style="width: 100%; height: 20px;" type="text"/>		
								SIGNATURE <input style="width: 100%; height: 20px;" type="text"/>		

© 2012-2017 PeopleCert | All rights reserved
 Process: Examinations Support_30.11.17

Information included in this document should be treated as confidential, according to the PEOPLECERT regulations.

*Minor discrepancies might occur on different Test Centres and/or exam dates.

Appendix D

School:

Interlocutor's full name:

Date:

Level of test:

No.	Candidate's full name	Task Fulfilment	Accuracy and Range of		Fluency and Pronunciation	Total
			Grammar	Vocabulary		
		The extent to which the response produced by the candidate addresses the task in a direct manner and provides an answer that is relevant and meaningful.	The extent to which the response produced by the candidate is grammatically accurate, appropriate and adequate.	The extent to which the response produced by the candidate is lexically accurate, appropriate and adequate.	The extent to which the responses produced by the candidate are intelligible, with appropriate pausing and intonation.	Total marks awarded out of 16
1.		○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	
2.		○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	
3.		○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	
4.		○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	
5.		○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	
6.		○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	
7.		○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	
8.		○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	
9.		○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	
10.		○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	

The Interlocutor conducting the Young Learners ESOL Spoken exam is also responsible for marking the candidate's performance. The assessment criteria for the Spoken exam are included in the above table. For each assessment criterion, there are four levels of candidate performance: (4 marks: Excellent), (3 marks: Very Good), (2 marks: Satisfactory), (1 mark: Below level). If the candidate does not provide a sufficient sample of language or does not attempt the tasks, zero marks are awarded. The maximum total marks a candidate can receive are 16.

LanguageCert is a business name of PeopleCert
Qualifications Ltd, UK company number 09620926.

Copyright © 2019 LanguageCert

All rights reserved. No part of this publication may be reproduced or transmitted in any form and by any means (electronic, photocopying, recording or otherwise) except as permitted in writing by LanguageCert. Enquiries for permission to reproduce, transmit or use for any purpose this material should be directed to LanguageCert.

DISCLAIMER

This publication is designed to provide helpful information to the reader. Although care has been taken by LanguageCert in the preparation of this publication, no representation or warranty (express or implied) is given by LanguageCert with respect as to the completeness, accuracy, reliability, suitability or availability of the information contained within it and neither shall LanguageCert be responsible or liable for any loss or damage whatsoever (including but not limited to, special, indirect, consequential) arising or resulting from information, instructions or advice contained within this publication.