



Guide for Interlocutors

**International ESOL (Speaking)
Young Learners ESOL (Speaking)**

June 2025

Version 3.0

Internal

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Document Revision History		
Version	Date	Description of Change
3.0	30/06/2025	Update of 2025
2.0	13/11/2024	2024 Rebranding
1.0-1.8	2017-2020	Previous versions

1 Introduction

1.1 Purpose of this Guide

This Guide provides information and guidance for Interlocutors on all aspects of the LANGUAGECERT® International ESOL Speaking exams. It should be read carefully before conducting any new exam sessions and kept as a reference for any questions or issues that may arise. The guide outlines the Interlocutor's administrative responsibilities and explains what is required before, during, and after each examination. It also provides guidance on how to conduct each part of the exam across all levels. Further details can be found in the LANGUAGECERT® International ESOL Speaking Qualification Handbook, which provides comprehensive guidance on all aspects of the Speaking exams.

In addition, Section 8 of this guide provides an overview of the Young Learners ESOL Speaking exams. It is intended to support Interlocutors who may also be involved in administering these exams and offers guidance on how to conduct them appropriately.

1.2 The role of the Interlocutor

The Interlocutor is responsible for conducting the LANGUAGECERT® International ESOL Speaking examinations. They elicit the candidate's spoken performance 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 teaching English as a foreign language.
- fully familiar with the six levels of the Common European Framework of Reference for Languages (CEFR).
- able to adjust their language to reflect the six CEFR levels.
- highly skilled at eliciting spoken language.

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 skilfully to elicit speech appropriate to the candidate's level. The exams test a wide range of spoken skills, including 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 are independent of the candidates. **Interlocutors do not assess the candidate's performance.**

To ensure all candidates have an equal chance to perform their best, examinations must be conducted fairly and consistently, in accordance with LANGUAGECERT®'s rules and regulations.

Key responsibilities

The Interlocutor must:

- be fully familiar with the contents of *The Guide for Interlocutors*.
- manage the interaction during the exam and facilitate the candidate's performance.
- attend LANGUAGECERT® training prior to their posting.
- help set up the examination room.
- be thoroughly familiar with the scripted Interlocutor Framework for each level of the International ESOL Speaking exams and deliver it as accurately as possible.

- adjust their use of English and speed of delivery appropriately for the exam level.
- keep to the prescribed timings for all parts of the exam.
- ensure that all candidates are treated fairly and given equal opportunities to speak.
- conduct the exam according to LANGUAGECERT® regulations.
- ensure mobile phones are switched off during the exam.
- ensure the security of exam material at all times.
- record spoken examinations in digital format.
- ensure examinations are recorded live with the candidate present in the same room.
- accurately carry out all administration related to live exam recordings.
- implement procedures to prevent malpractice during the examination.
- collect all examination scripts and any notes made during the exam immediately afterward and hand them to the Chief Invigilator.
- maintain professional dress and behaviour at all times.
- undertake to provide the services outlined 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 to manage all aspects of the examination outside the exam room.

The **Chief Invigilator** is responsible for:

- providing the Interlocutor with the exam materials.
- checking the identity of each candidate before the exam.
- ensuring candidates wait in a designated area prior to their exam.
- escorting candidates into the exam room at the appropriate time.
- preventing candidates who have completed their exam from mixing with those still waiting to enter the exam room.
- monitoring exam timings and, if necessary, reminding the Interlocutor between candidates if an exam is taking too long or too little time.
- ensuring candidates do not bring unauthorised material into the exam room.
- maintaining silence in the vicinity of the exam room.
- collecting all exam materials from the Interlocutor the end of the exam.

2 Interlocutor Responsibilities: Before, During and After

2.1 Preparing Facilities and Equipment

The following must be available for each exam session:

Examination Room

The room must be suitable for recordings, with minimal echo. It should contain a table and two chairs for the Interlocutor and the candidate, preferably arranged at adjacent sides of the table to avoid a confrontational setup. The lighting and temperature must be checked to ensure a comfortable environment. Any posters or materials potentially relevant to the examination must be covered or removed.

Examination Signs

Clear examination signs must be displayed outside the exam room.

Waiting Room

A suitable room or area, separate from the exam room, must be provided where candidates can wait until the Chief Invigilator instructs them to enter the exam room.

Interlocutor Mobile Application

The Interlocutor must have the Interlocutor Mobile Application installed on their phone and be familiar with its use before conducting their first interview. The device should be connected to a reliable Wi-Fi network to allow exam recordings to be uploaded securely and promptly.

Stationery

The Interlocutor must have a supply of writing paper and pencils or pens. Candidates can make notes during the preparation time immediately before Part 4 of the exam. Any notes made must be retained by the Interlocutor and handed to the Chief Invigilator along with the exam materials.

Exam Papers Envelope

Exam materials must be checked to ensure the correct items have been received. Each envelope should have a window displaying the subject, level and date of the examination.

Reference Material

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

2.2 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 session.

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

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

You should also use this time to prepare or consider any additional questions or comments that may be appropriate, depending on the candidate's responses. Make sure you check any unfamiliar vocabulary in advance.

Using the Interlocutor Mobile Application

All recordings are made using the Interlocutor Mobile Application. Interlocutors must ensure that the app is installed and functioning properly on their device, and that they are confident using it before their first interview. This includes checking sound quality, and knowing how to start, stop, and review recordings. The device should be connected to a reliable Wi-Fi network so that recordings can be uploaded successfully. Detailed guidance on how to use the app is provided in the **Interlocutor Mobile Application Guide**.

2.3 During and After the Exam Session

Before you begin, ensure your device is connected to the internet and set to 'silent' mode. Then access the session and follow the steps below:

- 1. Select the candidate** you will be examining. If the candidate is not visible in the list, use the search function (torch icon in the top right corner of the "Sessions" screen) to search by Name, Email, or ID.
- 2. Start a test recording** by clicking the microphone button. Once complete, the recording will play back automatically so you can check the sound quality.
- 3.** If the sound quality is acceptable, click **"YES, PROCEED"** to continue, then start the exam by clicking the **REC** button.
- 4. Keep the recording running** for the entire duration of the exam.
- 5.** When the exam is complete, click the **STOP** button. Confirm that you wish to stop the recording by clicking **OK**.
- 6.** If the exam was completed without any issues, select **"Exam-no issues"** and click **SUBMIT**. If any issues occurred, select **"Exam-issues"**, enter a brief note in the Notes field, and click **SUBMIT**.
- 7.** After submitting, you'll be returned to the session details screen.
- 8.** The exam recording will upload automatically to PeopleCert's server. No action is required on your part, but you must remain connected to the internet. Upload progress and estimated time can be monitored at the bottom of the screen.
- 9. Repeat** the above process for each candidate.

You should allow for a short two-minute pause between candidates. Additionally:

- Take a 15-minute break after completing 12 consecutive exams at Preliminary or Access levels.
- Take a 15-minute break after 8 consecutive exams at Achiever level or above.
- Allow for a 10-minute break when changing levels between groups of candidates.

3 The Six Levels of the International ESOL Speaking

LANGUAGECERT® International ESOL Speaking qualifications are offered at six levels, from beginner to highly advanced. Each level is aligned with the Common European Framework of Reference for Languages (CEFR). The CEFR is an international standard used worldwide to describe learners' language abilities.

3.1 Comparative Levels Chart

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

The differences between the six levels can be seen in:

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

Further information on the exam length, task types, and linguistic demands is provided later in this guide.

The complete list of topics and functions is available 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 the International ESOL Speaking exam remains the same across all levels.

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.

Interlocutors must ensure they vary the questions used from one candidate to the next. This is important, as variety helps prevent candidates from anticipating the content of the exam.

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. However, if time allows, the interlocutor should proceed with a third or fourth situation from either Type A or Type B. It is important to use a variety of role-play situations and avoid repeating the same ones with consecutive candidates.

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**.

Interlocutors should try to vary the questions they ask and the opinions they express from one candidate to the next. This is especially important in sessions involving numerous candidates.

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 speak at greater length on a topic selected from a choice of three. Interlocutors must alternate between topics from one candidate to the next. In this part, the Marking Examiner will assess the candidate's range, fluency, and ability to organise and manage their speech.

Use any knowledge you have about the candidate to choose a suitable topic. Since this is their chance to speak more extensively, it helps if the topic is something they find interesting and feel comfortable with. However, an able candidate should be able to respond well to any topic appropriate to the level.

Be mindful of the candidate's personal circumstances and avoid selecting a topic that could be upsetting. Also, make sure the topic you choose has not already been covered in Part 1.

Candidates are given time to prepare before speaking. After the candidate has spoken for the required amount of time, you may ask follow-up questions, as time allows, until the end of the 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
Examination	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
Part 1 (1½ minutes)	Giving personal information <ul style="list-style-type: none"> Candidate shares ideas and views by answering a variety of questions 	<ol style="list-style-type: none"> Ask for the spelling of the candidate's family name and his/her nationality - Follow interlocutor script. Ask a selection of questions - up to 5 questions within time limit (one from each topic). Can make a suitable brief comment after the candidate's response, e.g. 'I see', 'Aha', 'Really?' etc. Do not develop the questions into a discussion. Ask for more information if answers are too short - "Can you tell me more about...?". Say 'Thank you' at the end of 1 ½ minutes and move on to Part 2.
Part 2 (1 minute)	Communicating in everyday situations <ul style="list-style-type: none"> You and the candidate enact a variety of real-life situations Candidate needs to initiate or respond Candidate needs to demonstrate the ability to use functional language 	<ol style="list-style-type: none"> Choose a situation from A. - Follow interlocutor script. If the candidate does not respond, repeat the situation and 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 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. Say 'Thank you' at the end of 1 minute and move on to Part 3.
Part 3 (1½ minutes)	Exchanging information to perform a communicative task <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"> 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. 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?'. 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 and support if necessary. Draw the exchange to a close by saying 'Thank you' after 1½ minutes and retrieve the candidate's copy of the picture.
Part 4	Speaking about a selected topic	<ol style="list-style-type: none"> Read the Interlocutor Framework and hand over a pencil/pen and paper for any notes they might want to make.

Part	Focus	Interlocutor Role and Responsibilities
(2 minutes)	<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. 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. (Give candidate's name.) 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 'Now you ask me a question'. 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.

Part	Focus	Interlocutor Role and Responsibilities
<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....?' 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"> Ask for the spelling of the candidate's family name and his/her nationality - Follow interlocutor script. Ask a selection of questions - up to 5 questions within time limit (one from each topic). Announce each topic before asking a question, e.g. 'Now Travel.' Can make a suitable brief comment after the candidate's response, e.g. 'I see', 'Aha', 'Really?' etc. Do not develop the questions into a discussion. Ask for more information if answers are too short - "Can you tell me more about...?" 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 Candidate demonstrates the ability to use functional language 	<ol style="list-style-type: none"> Choose a situation from A. – Follow interlocutor script. If the candidate does not respond, repeat the situation and 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 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 then pass it back to the candidate promptly. Say 'Thank you' 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 communicative 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"> Begin by asking an open question about one of the pictures - See Interlocutor's framework. Give the candidate time to ask you questions and to find out your opinion. Ask questions and (briefly) give your opinion to move the conversation forward. If you disagree with the candidate's opinion, do it in a way that doesn't affect their confidence. Try to reach some form of agreement. It's not necessary to discuss all the pictures or to finalize the decision. Vary the questions you ask and the opinions you give from candidate to candidate. Draw the exchange to a close by saying 'Thank you' after 3 minutes and retrieve the candidate's copy of the picture.

Part	Focus	Interlocutor Role and Responsibilities
<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 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....?' 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 "Thank you, (give candidate's name). That is the end of the exam."

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"> Ask for the spelling of the candidate's family name and his/her nationality – Follow interlocutor script. Ask a selection of questions - up to 5 questions within the time limit (one from each topic). Announce each topic before asking a question, e.g. <i>'Now Travel.'</i> Can make a suitable brief comment after the candidate's response, e.g. 'I see', <i>'Aha'</i>, <i>'Really?'</i> etc. Do not develop the questions into a discussion. Ask for more information if answers are too short - <i>"Can you tell me more about...?"</i> 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 and 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 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 	<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.

Part	Focus	Interlocutor Role and Responsibilities
	<ul style="list-style-type: none"> Candidate takes the initiative to challenge interlocutor's suggestions 	<ol style="list-style-type: none"> After 3 minutes, draw the exchange to a close by saying "Thank you" and retrieving the candidate's copy of Part 3.
<p>Part 4 (4 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"> Read the Interlocutor Framework and hand over a pencil/pen and paper for notes. Move your chair back slightly and withdraw eye contact while the candidate is thinking. After 30 seconds look back up and signal that it is time to begin by saying '(Candidate's name), please start.' Allow the candidate to talk for the required time and don't interrupt. Ask 1 or more follow-up questions after 2 minutes of uninterrupted talk, as time allows. After 4 minutes, signal the end of the exam by saying "Thank you. (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 - "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 • 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 candidate does not respond, repeat the situation - 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 a 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. 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 'Thank you' 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 	<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. 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 "Thank you" and retrieving the candidate's copy of Part 3.

Part	Focus	Interlocutor Role and Responsibilities
	interlocutor's suggestions and ask questions	
<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. "Now, <i>First Language</i>". 3. Ask one question from each topic area - try to ask at least 3 questions within the time limit. 4. Can make a suitable brief comment after the candidate's response, e.g. 'I see', 'Aha', 'Really?' etc. (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 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 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. 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 'Thank you' 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 agreement or persuade each other • Candidate should take the initiative to challenge 	<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. 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 "Thank you" and retrieving the candidate's copy of Part 3.

Part	Focus	Interlocutor Role and Responsibilities
	interlocutor's suggestions and ask questions	
Part 4 (5 minutes)	<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?

There is too much external noise to continue the exam	Try to sort out the noise problem if you can. Don't stop the recording. 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	Don't stop the recording. Ask the person politely to leave the room, and resume from where you were interrupted.
One of you has a coughing or sneezing fit	Don't stop the recording. 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 recording device. 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 <i>Is, Are, Was, Do, Did, Should, Could</i> 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	<ul style="list-style-type: none"> • Keeps to prescribed timing for each part / overall interview. Keeps to prescribed timing for Part 4
Other	<ul style="list-style-type: none"> • 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 A**.

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 Speaking qualifications are available at two levels: Fox (pre-A1) and Owl (A1).

The LANGUAGECERT® Young Learners ESOL Speaking exam is a face-to-face interview between an Interlocutor and a candidate. The Interlocutor manages the interaction and aims to elicit as rich and extensive a sample of spoken language as possible from the candidate. To support this, during the test the Interlocutor follows a script provided by LANGUAGECERT®. **Please note that the Young Learners Speaking exams are not recorded.**

In these exams, the Interlocutor is also responsible for marking the candidate's performance by following the **Markscheme** for Speaking, which can be found in **Appendix B**. After the exam ends and the candidate has left the examination room, the Interlocutor records the marks on the **Marksheet** for Speaking, found in **Appendix C**.

8.1 Levels and Length of the exam

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

Note: the durations of the Young Learners exams are approximate. If necessary, the Interlocutor may allow additional time to provide adequate support to the candidate and to ensure friendly exam conditions throughout.

To gain a thorough understanding of how to conduct a Young Learners Speaking exam, please read the following information alongside the relevant speaking paper.

You can also visit our website, www.languagecert.org, to download practice papers and support materials for the Young Learners exams.

8.2 Parts of the Speaking Paper

Part 1 is designed to settle the candidate and includes questions that elicit personal information.

The remaining parts focus on enabling the candidate to produce relevant and meaningful responses through the use of visual cards.

The speaking paper also includes back-up questions, which the Interlocutor may use if the candidate does not respond or gives an irrelevant answer.

Fox - Overview

Part	Focus	Task
Part 1	Giving personal information	The candidate answers three questions about their name, age, habits, preferences, etc. These questions are the same for all candidates.
Part 2	Using vocabulary resources	The Interlocutor presents a task sheet with two pictures. The candidate is required to identify the items depicted and respond to a total of six questions.
Part 3	Interacting with the Interlocutor and expanding	The Interlocutor presents a task sheet with a scene. The candidate answers questions about the visual and then responds to three follow-up questions about themselves related to the same topic.

Owl - Overview

Part	Focus	Task
Part 1	Giving personal information	The candidate answers four simple questions about their name, age, habits, preferences, etc. These questions are the same for all candidates.
Part 2	Using vocabulary resources	The Interlocutor presents a task sheet with twelve (12) pictures, grouped into three topic categories. The candidate is asked to identify and name items from two of these topic categories.
Part 3	Identifying differences between two pictures	The Interlocutor presents a task sheet with two similar pictures, points out one example difference, and asks the candidate to identify the remaining four differences.
Part 4	Interacting with the Interlocutor and producing own descriptions	The Interlocutor presents a scene card. The candidate is asked to describe the picture in response to five open-ended questions.

8.3 The role of the Interlocutor

The Interlocutor is responsible for both **conducting** the Young Learners ESOL Speaking exams and **assessing** the candidate's performance.

They begin by managing the interaction with the candidate, asking questions and setting up speaking tasks using the scripted Interlocutor Framework to elicit spoken language.

After each exam, once the candidate has left the examination room, the Interlocutor evaluates the performance and records marks accordingly.

All examinations must be conducted fairly, consistently, and in line with the rules and regulations set by LANGUAGECERT®.

Key Interlocutor responsibilities

Before the examination, the Interlocutor must:

- fully familiarise themselves with the contents of the Young Learners examination papers.
- ensure colour printouts are available.
- arrange the visual prompts conveniently to avoid searching through papers during the exam.
- ensure the room is quiet and that there is a table with two chairs, ideally placed at adjacent sides to support eye contact and interaction.
- check that lighting and temperature create a comfortable environment, making sure the candidate is not looking directly into the light.
- make sure all mobile phones are switched off.

During the examination, the Interlocutor must:

- follow the script closely and accurately, while keeping their delivery natural.
- adjust their speaking pace to ensure clarity at all times.
- keep to the prescribed timings, allowing some flexibility depending on the level of support needed.
- manage the interaction to elicit the expected sample from the candidate.
- show genuine interest in the candidate's contributions.
- remain polite and patient throughout.
- allow candidates time to think and give all candidates equal opportunity to speak.
- encourage and reassure candidates when appropriate.
- ensure friendly exam conditions are maintained so candidates have a positive experience.

After the examination, the Interlocutor must:

- wait for the candidate to leave the room.
- assign marks using the provided **Marksheet** for Speaking (**Appendix C**).

8.4 Specific Guidance and Advice for each Part of the exam

The following section provides guidance and support for Interlocutors on how to deliver each part of the Speaking exam. This information should be read alongside the relevant Speaking Practice Paper to gain a clear understanding of how to conduct a Speaking test that meets the required standards.

Practice Papers can be downloaded from our website: www.languagecert.org.

Young Learners Fox (pre-A1)

Part	Focus	Interlocutor instructions
Part 1 (up to 1 min)	Giving personal information	<ul style="list-style-type: none"> • Say “Hello” and give your full name. • Ask the candidate the three personal questions that follow. • Allow the candidate time to process the instructions and questions, and to think about their answers. • If the candidate cannot answer one or more of the questions, use the back-up questions. For example, if they cannot answer “What’s your name?”, ask: “Is your name... (their real name)...?” to elicit a short positive answer. The other two back-up questions may elicit either positive or negative short answers. • Respond with “Yes” or “Good” if the candidate answers successfully. • Move on to Part 2.
Part 2 (up to 2 mins)	Using vocabulary resources	<ul style="list-style-type: none"> • Place the ‘Part 2: Picture Task Sheet’ in front of the candidate while reading out the instructions. • Point to the first picture and ask the three questions about it. • Give the candidate time to take in the instructions and questions, and to look at the picture. • If the candidate cannot answer one or more of the questions, use the back-up questions. For example, if they cannot answer the “What’s this?” question, ask: “Is it a/an...(name of the item)...?” to elicit a positive short answer. • Remember that the third back-up question is personal and may elicit a variety of answers. • Move on to the second picture and repeat the process. • Say “Yes” or “Good” if the candidate answers successfully. • Move on to Part 3.

Part	Focus	Interlocutor instructions
Part 3 (up to 2 mins)	Interacting with the Interlocutor and expanding	<ul style="list-style-type: none"> • Place the 'Part 3: Scene Task Sheet' in front of the candidate while reading out the instructions. <u>Note:</u> The Interlocutor's task sheet is different as it includes three pictures showing the items the candidate is expected to answer questions about, rather than the full scene. • Point to the first item on the candidate's task sheet and ask the scripted questions. • If the candidate cannot answer one or more of the questions, use the back-up questions. For example, if they cannot answer "What's the cat doing?", ask: "Is it...(depicted activity)...?" to elicit a positive short answer. • Point to the second and third items on the candidate's task sheet and repeat the process. • Say "Yes" or "Good" if the candidate answers successfully. • Then go on to ask the three personal questions. • Give the candidate time to think about their answers. • If they cannot provide an answer, use the back-up questions. For example, if the candidate cannot answer "Where do you play?", ask "Do you play in the park?" to elicit a positive, negative or more detailed answer. • Say "Yes" or "Good" if the candidate answers successfully. • If the candidate cannot answer the back-up question either, move on to the next question. • Thank the candidate and round off the test.

Young Learners Owl (A1)

Part	Focus	Interlocutor instructions
Part 1 (up to 1 min)	Giving personal information	<ul style="list-style-type: none"> • Say “Hello” and give your full name. • Ask the candidate the four personal questions that follow. • Give the candidate time to take in the instructions and questions and to think about their answer. • If the candidate cannot answer one or more of the questions, use the back-up questions. For example, if they cannot answer “What’s your name?”, ask “Is your name...(their real name)...?” to elicit a positive short answer. • The other three back-up questions may elicit short positive, negative, or more detailed responses. • Say “Yes” or “Good” if the candidate answers successfully. • Then move on to Part 2.
Part 2 (up to 2 mins)	Using vocabulary resources	<ul style="list-style-type: none"> • Place the ‘Part 2: Topics Task Sheet’ in front of the candidate while reading out the instructions. • Choose only two topic categories from the task sheet to use – only those two may be used during the task. • For each topic, ask: “Which pictures show things you can see in...?” to encourage the candidate to identify and name the four items related to the selected topic. • Give the candidate time to process the question and to look at the pictures. • If the candidate identifies and names all four items, move on to the second topic category. • If the candidate points to one or more items without naming them, point to each item and ask, “What’s this?” to elicit the target vocabulary. If the candidate still cannot name an item, use the back-up question: “Is it a... (name of the depicted item)?” to prompt a short positive answer. Repeat this process for each item the candidate hasn’t named. • If the candidate does not identify some or any of the items and remains unresponsive, point to the item(s) and ask, “Can you see this in a...?”. If they respond or name it, continue as above by asking, “Is it a... (name of item)...?” to elicit a positive short answer. Repeat the process for any remaining items the candidate has not identified. • If the candidate is still unable to respond, move on to the next question. • Say “Yes” or “Good” if the candidate answers successfully. • Repeat the same process with the second topic category. Then move on to Part 3.

Part	Focus	Interlocutor instructions
Part 3 (up to 2 mins)	Identifying differences between two pictures	<ul style="list-style-type: none"> Place the 'Part 3: Differences Task Sheet' in front of the candidate while reading out the instructions. Read out the example difference clearly and point to it so the candidate can follow. Give the candidate time to look at the pictures, notice the differences and think about their answer. If the candidate identifies and explains all four differences, round off this part and move on to Part 4. If the candidate misses any of the differences, use the back-up questions. For example, if they do not spot the difference in the shape of the table, point to it and say: "This table is round, but...", to encourage the correct response. If the candidate is still unable to respond, move on to the next difference. Say "Yes" or "Good" if the candidate answers successfully. Move on to Part 4.
Part 4 (up to 2 mins)	Interacting with the Interlocutor and producing own descriptions	<ul style="list-style-type: none"> Place the 'Part 4: Scene Task Sheet' in front of the candidate while reading out the instructions. Read the first question on the left and give the candidate time to look at the picture and prepare their answer. <u>Note:</u> The examination paper includes five questions and ten back-up questions. If the candidate answers the question, move on to the next one. Do not rush this stage; give candidates enough time to produce as full a response as possible. If the candidate struggles to respond or gives a very short answer, use one or both of the related back-up questions to help elicit the target language. If the candidate is still unable to respond, move on to the next question and repeat the process. Say "Yes" or "Good" if the candidate answers successfully. Thank the candidate and round off the test.

8.5 Do's and Don'ts for YL Interlocutors

The tips below are intended to support good practice when conducting the Young Learners spoken exam. They help ensure the candidate feels comfortable and the test is delivered in a consistent and appropriate manner.

	<input checked="" type="checkbox"/> Make sure you are fully familiar with the test format before conducting your first exam.
	<input checked="" type="checkbox"/> Set up all exam materials on the desk before the candidate enters the room.
	<input checked="" type="checkbox"/> Position the candidate's chair at a suitable distance from yours. It should not be confrontational or placed in strong lighting.
	<input checked="" type="checkbox"/> Ensure the candidate is seated comfortably before starting.
	<input checked="" type="checkbox"/> Maintain a calm, friendly and encouraging atmosphere.
	<input checked="" type="checkbox"/> Speak slowly and clearly but avoid sounding unnatural.
	<input checked="" type="checkbox"/> Follow the Interlocutor's script, using a natural tone of voice.
	<input checked="" type="checkbox"/> Show you are listening by responding appropriately, e.g. nodding or smiling.
	<input checked="" type="checkbox"/> Use a back-up question if the candidate does not respond to the main question.
	<input checked="" type="checkbox"/> Give the candidate time to look at the picture and consider the question before moving on to a back-up.
	<input checked="" type="checkbox"/> Give simple, positive feedback (e.g. "Yes" or "Good") when the candidate responds successfully.
	<input checked="" type="checkbox"/> Say the word if the candidate points to something and asks, "What's this?". If it happens frequently, reflect it in the mark for 'Vocabulary'.
	<input checked="" type="checkbox"/> Accept reasonable interpretations of the visuals (e.g. "throwing the ball" instead of "kicking the ball"). Do not ask the candidate to change their answer.
	<input checked="" type="checkbox"/> Provide a missing word to help the candidate complete a sentence only occasionally, when it feels necessary for the interaction to continue. Avoid doing this as a matter of course, as it may affect the candidate's assessment.
	<input checked="" type="checkbox"/> Use the candidate's name throughout the test.
<input checked="" type="checkbox"/> Fill in the marksheet only after the candidate has left the room.	

Don't	✗ Deviate from the Interlocutor's script or insert your own comments or questions
	✗ Create your own back-up questions. Always use the back-up questions provided in the script when needed.
	✗ Rush the candidate. They need time to look at the visual prompts, process your instructions or questions, and formulate a response.
	✗ Say 'No' or explicitly correct the candidate after an inappropriate response. Instead, pause and look expectant, allowing the candidate to self-correct. Alternatively, repeat the question or back-up question more slowly and clearly, possibly altering the stress (e.g. Where do you have breakfast?).
	✗ Make the candidate feel uncomfortable if they are unable to respond, even after a back-up question. Simply provide the answer and move on to the next item in the script without further comment.
	✗ Try to complete the marksheet while the test is in progress. It is essential to maintain focus on the candidate throughout the examination.
	✗ Tell the candidate what marks they will receive. Instead, thank them and say goodbye with a smile to help them leave the room feeling confident about their performance.

8.6 Overview of Assessment Criteria

The following table provides a detailed explanation of the assessment criteria for the Young Learners Spoken exams, outlining the level of performance expected from candidates.

LANGUAGECERT® Young Learners ESOL (Speaking)		
Assessment Criteria	Definition	Level of performance expected
Task Fulfilment	The extent to which the candidate's response addresses the task directly and provides relevant and meaningful content.	Candidates are expected to provide relevant and meaningful responses. Depending on the part of the test, this may be achieved with a single word, a short phrase, or a sentence. What matters most is that the message is appropriate and clearly communicated.
Accuracy and Range of Grammar	The extent to which the candidate's responses are grammatically accurate, appropriate, and sufficient for the level.	Candidates are expected to understand and use the grammatical structures listed for their level in the Grammar Syllabus. An appropriate range should be used to communicate effectively, even if minor errors occur.
Accuracy and Range of Vocabulary	The extent to which the candidate's responses are lexically accurate, appropriate, and sufficient for the level.	Candidates are expected to understand and use vocabulary listed for their level in the Vocabulary Syllabus. They should use an appropriate range to convey their message effectively, even if minor errors occur or occasional support is needed.
Fluency and Pronunciation	The extent to which the candidate's speech is clear and intelligible, with appropriate pauses and pronunciation.	Candidates are expected to speak clearly and be understood, despite occasional slips in pronunciation or stress. They should be given time to think before responding and not be penalised for brief hesitation unless it disrupts the natural flow of conversation.

Each assessment criterion is scored on a four-point scale:

- **4 marks:** Excellent
- **3 marks:** Very good
- **2 marks:** Satisfactory
- **1 mark:** Below level

Note: If a candidate does not produce enough language or does not attempt the task, **0 marks** are awarded.

8.7 Marking Guidance and Candidate Response Expectations

At the end of the examination, the Interlocutor should assign the candidate a mark between 0 and 4 for each criterion on the **Marksheet (Appendix C)**. The total mark is calculated by summing the scores awarded across all four criteria, with the maximum possible total being 16.

For detailed guidance on mark allocation, please refer to the **LanguageCert Young Learners Markscheme** in **Appendix B**.

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

- the focus of each task in terms of the candidate's abilities, and
- the type of response expected for each task.

Fox (pre-A1)

Part	Task focus	Type of response expected
1	To test the candidate's ability to understand and answer simple questions about themselves.	The candidate responds with one word or a short phrase. Responses are relevant and comprehensible.
2	To test whether the candidate has the vocabulary resources to understand and answer simple questions about pictures of familiar items.	The candidate responds with one word or a short phrase, demonstrating knowledge of the target vocabulary. Responses are relevant and comprehensible.
3	To test the candidate's ability to interact with the Interlocutor about a picture of an everyday scene and on a related topic.	The candidate responds with one word, a short phrase, or a short sentence, demonstrating knowledge of the target vocabulary. Responses are relevant and comprehensible.

Owl (A1)

Part	Task focus	Type of response expected
1	To test whether the candidate can understand and answer simple questions about themselves.	The candidate responds with one word, a short phrase, or a more complex sentence. Responses are relevant and comprehensible.
2	To test the candidate's vocabulary resources by asking them to identify and name pictured items that belong to a specific topic family.	The candidate responds by pointing to a picture or with one word or a short phrase. Responses are relevant and comprehensible.
3	To test the candidate's ability to describe the differences between two similar but different pictures of an everyday life scene.	The candidate describes the differences by pointing and using two single words, two short phrases, or one or two simple sentences. Responses are relevant and comprehensible.
4	To test the candidate's ability to interact with the Interlocutor by providing descriptions of an everyday life scene in response to five open questions.	The candidate answers the Interlocutor's questions about specific parts of the scene using short, simple, or longer and more detailed sentences. Responses are relevant and comprehensible.

Appendix A – 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 B – Young Learners Markscheme

Criterion	Task Fulfilment	Accuracy and Range of Grammar	Accuracy and Range of Vocabulary	Fluency and Pronunciation
Mark	The extent to which the candidate addresses the task and provides relevant, meaningful responses.	The extent to which the candidate's responses are grammatically accurate, appropriate, and adequate.	The extent to which the candidate's responses are lexically accurate, appropriate, and adequate.	The extent to which the candidate's responses are clear and intelligible, with appropriate pauses and pronunciation.
4 Excellent	<ul style="list-style-type: none"> all tasks completed effectively all responses fully relevant to the topic message always communicate successfully 	<ul style="list-style-type: none"> adequate range of level-appropriate grammar, effectively conveying meaning mostly accurate use of grammar; the message is always clear 	<ul style="list-style-type: none"> adequate range of level-appropriate vocabulary, effectively conveying meaning mostly accurate use of vocabulary; the message is always clear 	<ul style="list-style-type: none"> responses are well-expressed and easy to understand occasional hesitations and rephrasing do not affect clarity pronunciation is clear and accurate for the level
3 Very Good	<ul style="list-style-type: none"> most tasks completed effectively responses mostly relevant to the topic message usually communicated successfully 	<ul style="list-style-type: none"> limited range of level-appropriate grammar, but sufficient to convey meaning some errors with common structures, but the message is usually clear 	<ul style="list-style-type: none"> limited range of level-appropriate vocabulary, but sufficient to convey meaning some errors with common vocabulary, but the message is usually clear 	<ul style="list-style-type: none"> responses are mostly well-expressed, with some support from the interlocutor noticeable hesitations and rephrasing, but meaning remains clear pronunciation errors are present but do not interfere with understanding
2 Satisfactory	<ul style="list-style-type: none"> some tasks completed effectively responses partly relevant to the topic message communicated with some difficulty 	<ul style="list-style-type: none"> limited range of level-appropriate grammar, only partly sufficient to convey meaning some errors with common structures, occasionally making the message unclear 	<ul style="list-style-type: none"> limited range of level-appropriate vocabulary, only partly sufficient to convey meaning some errors with common vocabulary, occasionally making the message unclear 	<ul style="list-style-type: none"> responses mostly consist of single words frequent hesitations and rephrasing, making communication less smooth pronunciation requires effort to be understood
1 Below Level	<ul style="list-style-type: none"> most tasks not completed responses mostly irrelevant to the topic message not successfully communicated 	<ul style="list-style-type: none"> very limited range of grammar, making it difficult to convey meaning many serious errors with common structures, making the message difficult to understand 	<ul style="list-style-type: none"> very limited range of vocabulary, making it difficult to convey meaning many serious errors with common vocabulary, making the message difficult to understand 	<ul style="list-style-type: none"> responses are difficult to follow, even with support long hesitations and rephrasing disrupt communication unclear pronunciation makes understanding difficult
0 Not attempted	<ul style="list-style-type: none"> tasks not attempted responses off topic no message communicated 	<ul style="list-style-type: none"> insufficient grammar sample to assess errors so serious that the message is incomprehensible 	<ul style="list-style-type: none"> insufficient vocabulary sample to assess errors so serious that the message is incomprehensible 	<ul style="list-style-type: none"> hesitations prevent communication unclear pronunciation prevents understanding

Appendix C – Young Learners Marksheet

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.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
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5.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
8.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
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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.



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