



City & Guilds
Handbook for Teachers



City & Guilds ESOL Handbook for Teachers

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The information and specimen test papers in this booklet relate to the revised, CEFR aligned City & Guilds IESOL and ISESOL examinations, which will be offered in Greece as of December 2009.

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City & Guilds Handbook for Teachers

Introduction

This handbook is intended for teachers who prepare students for the City & Guilds IESOL and ISESOL examinations. The information included here concerns the revised version of the ESOL examinations, which will be available in Greece as of December 2009.

The handbook is divided into five chapters:

- the City & Guilds background information chapter includes information on the content and overview of the IESOL and ISESOL exams along with other useful information for teachers.
- the City & Guilds IESOL Writing chapter includes a description of the writing parts of the exam, the analytical scale for marking and samples of writing tasks.
- the City & Guilds international Spoken ESOL chapter includes sample interviews as well as the assessment criteria for the ISESOL exam and is accompanied by a DVD, which can be found on the inside back cover.
- the fourth chapter reproduces specimen papers of the IESOL exams; an audio CD containing the listening material can be found on the inside back cover.
- the last chapter reproduces specimen papers of the ISESOL exams.

If you require additional material for the City & Guilds IESOL and ISESOL examinations, please visit www.cityandguilds.gr.

CHAPTER 1

City & Guilds Background Information

1.1 City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement.

1.2. International ESOL (English for Speakers of Other Languages) and ISESOL (Spoken English for Speakers of Other Languages): Levels

The City & Guilds International ESOL examinations offer a comprehensive test of Listening, Reading and Writing skills in English which can either be taken as a stand-alone examination or a complement to the International Spoken ESOL examinations.

The City & Guilds International Spoken ESOL examinations offer a comprehensive test of Spoken English which can either be a stand-alone examination or a complement to the International ESOL (listening, reading and writing) examination. The tasks in the examination are designed to test the use of English in real-life situations.

Both suites of examinations are accredited by the UK Qualification & Curriculum Authority (QCA) and are defined by QCA as being ESOL International qualifications.

The examinations are offered at six levels:

- **Preliminary** (equivalent to A1 Breakthrough on the Common European Framework)
- **Access** (equivalent to A2 Waystage on the Common European Framework)
- **Achiever** (equivalent to B1 Threshold on the Common European Framework)
- **Communicator** (equivalent to B2 Vantage on the Common European Framework)
- **Expert** (equivalent to C1 Effective Operational Proficiency on the Common European Framework)
- **Mastery** (equivalent to C2 Mastery on the Common European Framework).

The descriptors below from the Common European Framework of Reference give an indication of what is expected at each level.

A1 Preliminary Can understand and use familiar everyday expressions and very basic phrases satisfying practical needs in connection with education, training and social roles. Can introduce him/herself and others and can ask and answer questions about personal details such as possessions, address and people known. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. Can read and understand short texts on familiar topics and obtain information from common signs and symbols. Can write short simple phrases and sentences in documents such as forms, lists and messages.

A2 Access Can understand sentences and frequently-used expressions related to areas of most immediate relevance such as basic personal and family information, shopping, local geography, employment, education, training and social roles. Can communicate in simple and routine tasks requiring a direct exchange of information, feelings and opinions on familiar and routine matters. Can engage in conversation to establish shared understanding about familiar topics. Can read, understand and obtain information from short documents, familiar sources, signs and symbols. Can write to communicate with some awareness of the intended audience.

1

B1 Achiever Can understand the main points of clear standard communication on matters regularly encountered in social roles, work, school, leisure, education and training. Can convey information, feelings and opinions on familiar topics, using appropriate formality. Can engage in discussion in a familiar situation making relevant points and responding to reach a shared understanding. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce a simple connected text on topics which are familiar or of personal interest, adapting to the intended audience. Can describe experiences and events, dreams, hopes and ambitions and briefly give explanations for opinions and plans.

B2 Communicator Can understand the main ideas of complex communication on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can communicate with a degree of fluency and spontaneity that makes interaction quite possible without strain for either party. Can adapt to take account of the listener(s), the context and the medium. Can engage in discussion in familiar and unfamiliar situations making clear and relevant contributions. Can obtain information from different sources. Can communicate clearly and in detail on a wide range of subjects and explain a viewpoint giving the advantages and disadvantages of various options, varying length, format and style appropriate to purpose and audience.

C1 Expert Can understand a wide range of demanding longer texts, both written and spoken, and recognise implicit meaning. Can use the language fluently and spontaneously without much obvious searching for expressions. Can respond to extended information and narratives, follow detailed explanations and complex instructions, adapting response to audience, medium and context. Can engage in discussion in a variety of situations making clear and effective contributions. Can use language flexibly and understand a range of texts of varying complexity and length for social, academic and professional purposes. Can produce clear well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. Can communicate ideas and opinions effectively, using length, format and style appropriate to purpose, content and audience.

C2 Mastery Can understand with ease virtually everything heard or read. Can summarise information from different spoken or written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

1

1.3. International ESOL (English for Speakers of Other Languages): Content

Listening

Listening: to match key vocabulary in short statements to letters words, graphics and symbols (Preliminary and Access levels only)

In this section candidates are tested on recognition of the vocabulary usually taught at beginner level. They are required to match what is heard with pictures of words. The topics which may be tested are shown in the syllabus for each level. At Preliminary level one piece of information is tested. At Access level two pieces are tested, for example 'She's got short curly hair'.

Listening: to identify the best replies to short utterances

In this section the items are typical of spoken rather than written English. Candidates must be able to identify the context of the utterance and select the appropriate response to indicate an understanding of the context, meaning and function used. The items are likely to be from social situations and contexts common in everyday life. Candidates will be required to recognise the function of rhythm, stress and intonation. In particular, recognition of auxiliaries and shortened forms is required, for example 'We're', 'He's'.

As the items are from spoken English the vocabulary is likely to be informal. However, at all levels one item will always be formal. At the higher levels candidates are required to distinguish between levels of formality.

At Communicator, Expert and Mastery candidates will hear idiomatic expressions (particularly phrasal verbs) and will be expected to understand subtleties of language.

Listening: to recognise the following in short conversations: topic, purpose, context, speakers, gist, relationship, function, attitude, feelings and opinion

In this section candidates are required to recognise the topic, purpose, context or gist of a spoken dialogue, also the speakers, their relationship and/or feelings expressed.

At Preliminary and Access there will be five dialogues. The candidate will be required to answer one multiple choice question on each dialogue.

At all the remaining levels there will be three dialogues. At these levels candidates are required to answer two multiple choice questions on each dialogue.

Listening: to show understanding of spoken input by selecting information for a specific task

A real world task is given and candidates are required to select the relevant information from what is heard in order to complete a task. Redundant information will be included in the text. A form or note pad is provided with headings to indicate the information required.

At Preliminary, Access and Achiever the texts will be drawn from announcements, programmes, factual reports, future plans or presentations.

At Communicator, Expert and Mastery the texts may be presentations, broadcasts, narratives or lectures.

Levels are distinguished by the length and complexity of the task.

1

Listening: to follow a discussion (Achiever, Communicator, Expert and Mastery)

In this section candidates listen to a discussion between a male and female speaker in which differing points of view are expressed. At Mastery candidates will hear three speakers in discussion on a topic which may be academic or professional. The discussions will be heard twice.

At Achiever, six multiple choice questions must be answered, indicating a recognition and understanding of any of the following: the distinction between fact and opinion, purpose, key ideas, interaction, contrast, cause and effect, exemplification, and attitude as shown by intonation and pitch.

At the higher levels eight multiple choice questions must be answered.

Reading**Reading: to show knowledge of the structure of texts**

This section tests candidates' ability to follow the sequence of a narrative and reconstruct a piece of continuous text.

At Preliminary and Access candidates are asked to complete a gapped text by selecting words or phrases from a list provided. At the higher levels sentences will be selected from a given list. At all levels two redundant words, phrases or sentences are given.

The levels are distinguished by the length and complexity of the text. At the higher levels candidates will be expected to read texts containing complex sentence structures, sophisticated cohesive devices and a degree of redundancy. Authentic texts will be used but they will be accessible to the lay reader.

Reading: to recognise features typical of texts

This section tests candidates' ability to recognise how information is structured in a text. Authentic texts are chosen from a variety of authentic sources. From Preliminary to Communicator gaps in texts test the way a writer uses various devices to organise ideas and help the reader move through the text. Candidates may be tested on:

1) Cohesive devices, including:

- Layout: use of different features to reflect type of text, eg advert, label, address etc
- Logical devices: use of appropriate language to reflect a logical development, eg 'again, also, and' to indicate addition; 'but, while although' to indicate contrast etc
- Grammatical devices: use of pronouns to replace nouns, use of determiners, logical sequence of tenses etc
- Lexical devices: use of synonyms to avoid repetition, related word forms, conventional and formulaic language etc

2) Coherence: selecting a word or phrase which may not have a direct grammatical or lexical link, but which orders the text so that it makes sense, eg the next step in a set of instructions or logical sequence of events.

Not all the features listed above will be tested at the lower levels. Although the texts are comparatively short, they are progressively longer, more complex and test subtler differences at successive levels.

1

Reading: to recognise typical features of texts

At Expert and Mastery longer authentic texts are chosen from a single source and are followed by ten statements. Candidates have to choose which five statements reflect what they have read.

Reading: to show awareness of text purpose and to locate specific information

In this section candidates are tested on their ability to select information from text of authentic sources. Candidates are expected to show they can scan texts to identify specific information. Usually, four texts of differing forms containing information on a related theme are given.

Candidates must indicate which text gives the answer to questions posed. Candidates at Achiever and above will be tested on comprehension of the purpose of the text as well as comprehension of the content.

Reading: to locate and transfer specific information

This section tests candidates' ability to read carefully and understand a longer paragraphed text and respond to questions. At Preliminary candidates are required to answer questions by ticking boxes. At Access multiple-choice questions are provided.

From Achiever upwards the texts will have a high density of information and subtlety. At Expert and Mastery they will have complex sentence structures, sophisticated cohesion, use less common lexical items and contain a degree of redundancy. At these levels candidates may have to make inferences about the opinion of the author and the tone of the text. Candidates are required to extract information to complete sentences in not more than three words to indicate an appropriate recognition and understanding of what has been read.

1

Writing

Writing: to provide personal information (Preliminary and Access only)

In this section candidates are asked to provide appropriate responses on a form. Single-word answers are required. At Access the ability to follow instructions is also tested. The form will be based on everyday situations, such as an application to start an English course.

Writing: to improve a text (Preliminary, Access and Achiever only)

A short text containing punctuation errors is given. Candidates are required to copy the text correcting the errors. At Access spelling and word order are also tested. At Achiever candidates identify and correct the errors, but do not copy the text.

Writing: to construct a neutral or formal text for a public audience

The Preliminary candidate is required to compose four simple sentences to communicate basic ideas or information. The Access candidate follows instructions to write a letter, message or note for a known audience.

At Achiever and Communicator candidates are given a text from authentic sources which may, for example, be in the form of an advertisement, article, report or instructions. Candidates may be asked to respond to a situation, for example, as a person applying for a job. At Expert and Mastery more than one text may be provided, from a wider variety of sources which may provide differing viewpoints. Candidates are required to produce a continuous formally written text.

Writing: to produce a text using informal language

In this section Preliminary and Access candidates are given a set of instructions to follow to produce a simple informal text which may be in the form of a letter, postcard or message.

At Achiever candidates will always be required to produce a letter in response to instructions, using an appropriate register and range. At the higher levels candidates are given a single topic and required to produce a text in the form of a letter, narrative or descriptive composition.

1.4. International SESOL (Spoken English for Speakers of Other Languages): Content**Part 1 - communicating personal information**

The aim of this part is to settle the candidate and to elicit personal and everyday information. The interlocutor first asks the candidate's name, asks for the spelling of their family name and then asks for the candidate's nationality. It is not necessary for any information to be written down.

The interlocutor then selects further questions from the list provided.

From Access to Mastery levels, the questions are given under five topic headings. The questions allow the candidate to respond by giving personal information, ideas and opinions on a range of topics and should produce a natural interaction in the time allowed. Questions range from very simple, eg *How old are you?* (Preliminary) to complex, eg *Which aspects of your education so far have been the most beneficial for you?* (Mastery). The interlocutor may expand the questioning, particularly at the higher levels, to help the candidate produce sufficient language.

1

Part 2 - communicating appropriately in social situations

The aim of this part is to test the candidate's use of functional language in a range of real-life situations. The interlocutor and candidate enact at least two situations. The Interlocutor may need to assume a different persona, but the candidate is never required to do so.

At the lower levels the dialogue will usually involve four exchanges (at least two short turns each). At the higher levels the given situations will require the candidate to enter into exchanges of greater length and complexity. The interlocutor reads aloud the exact words given for the chosen situation which signals the start of the dialogue. The interlocutor first chooses one from four given situations, to which the candidate responds.

At Preliminary level a typical situation might be:

Interlocutor: We are in a café. I'm a waiter. You're a customer. I start.

'Good morning. What would you like to drink?'

At Achiever level a typical situation might be:

Interlocutor: I'm your friend. You look tired. I start.

'Why don't you take a holiday?'

At Mastery level a typical situation might be:

Interlocutor: We're both in a meeting. I'm the chairperson. I start.

'Well, I'm quite concerned. John Phillips hasn't arrived yet. I wonder what's happened to him and if we should start. What do you think?'

The interlocutor then chooses one from four given situations which require the candidate to initiate the interaction.

At Preliminary level a typical situation might be:

Interlocutor: You want to find a post office. Ask me. You start.

At Achiever level a typical situation might be:

Interlocutor: I'm waiting for you outside the cinema. You're very late. You start.

At Mastery level a typical situation might be:

Interlocutor: I'm your neighbour. Complain about the large tree in my garden and say what you want me to do. You start.

At Preliminary and Access levels the interlocutor guides the interaction and supports the candidate. At the higher levels, especially Expert and Mastery, the interlocutor allows the candidate to guide and maintain the interaction. At the higher levels the candidate's contribution is expected to demonstrate an awareness of the tone and register appropriate to the situations. For example, when making a complaint it is necessary to consider how direct the language should be and which tone of voice should be used.

Part 3 - exchanging information and opinions

The aim of this part is to test the candidate's ability to use English to give and receive information in order to perform a communicative task. The task topics do not require the candidate to have specialist knowledge but at Expert and Mastery levels candidates are required to have an awareness of and opinions about social and contemporary issues. The interlocutor and candidate exchange information to perform a task.

1

It is the language used in the interaction that is most important, not the ability to complete the task in the given time. However, the interaction should move towards achievement of the task set.

- At Preliminary and Access levels the candidate needs to give and ask for information to find the differences between two pictures.
- At Achiever an attempt at agreement after a discussion based on visual prompts is expected.
- At Communicator level a plan or arrangement is attempted after a discussion based on one or two written texts.
- At Expert and Mastery levels the task takes the form of a discussion or negotiation based on written prompts. The candidate is asked to rank or prioritise, analyse, eliminate or hypothesise.

Candidates at these levels will be required to expand and exemplify, justify, challenge and ask the interlocutor for clarification.

A typical discursive task at Mastery level is:

Interlocutor: Here is a list of some of the factors which might be important for job satisfaction. Let's discuss the different factors and decide the most and least important ones for us. Let's also consider which jobs involve the different factors.

- social status variety
- lack of pressure
- being praised
- exercising power
- freedom
- meeting people
- anything else?

Part 4 - presenting a topic

The aim of this part is to test a candidate's ability to speak at greater length with minimal participation by the interlocutor. This part of the test gives candidates the opportunity to demonstrate their range and fluency in English. The interlocutor chooses one of three given topics and asks the candidate to talk about it. The candidate is given pencil and paper to make notes during the 30 seconds of preparation time. The Interlocutor ensures that the chosen topic is not one which has already been touched on in the previous three parts of the test.

A typical topic at Preliminary level is:

What do you do on Sundays?

A typical topic at Achiever level is:

Your most exciting experience.

A typical topic at Mastery level is:

How does the design of towns and cities affect our lives?

The candidate may be asked to answer follow up questions to their presentation.



1.5. Overview of Content of IESOL and ISESOL

IESOL Preliminary Level – A1 (2 hours)

Listening

Part 1

Task type: Seven multiple-choice items each with 3 distractors.

Focus: Listening to recognise simple key information within short statements.

Part 2

Task type: Seven multiple-choice items each with 3 distractors.

Focus: Listening to identify functions in short utterances typical of spoken English.

Part 3

Task type: Five multiple-choice items (one per dialogue) each with 3 distractors.

Focus: Listening to identify a specific aspect of spoken dialogue.

Part 4

Task type: Form with multiple-choice options.

Focus: Listening to extract key information from a dialogue to complete a task.

Reading

Part 1

Task type: A text with gaps in each sentence and a list of 7 items of text.

Focus: Testing understanding of a short, simple text.

Part 2

Task type: 5 short texts, each with part of the text removed.

Focus: Testing understanding of the organisational and lexical features of a text.

Part 3

Task type: 4 short texts.

Focus: Testing awareness of the purposes of different texts and the ability to locate specific information.

Part 4

Task type: Text followed by a table asking for specific information.

Focus: Reading to obtain specific information.

Writing

Part 1

Task type: A form with information to be filled in.

Focus: Complete a form with personal details.

Part 2

Task type: Copy and correct a simple text presented in standard printed format with punctuation omitted (capital letters and full stops only).

Focus: To copy a handwritten text accurately and identify punctuation errors.

Part 3

Task type: Write four sentences about a topic connected to personal information and knowledge.

Focus: Compose simple sentences to communicate ideas or basic information.

Part 4

Task type: Write a short text to communicate ideas and basic information in response to instructions.

Focus: To produce a short simple text for an intended audience.

1

ISESOL Preliminary Level – A1 (5 minutes)**Part 1**

Task type: Candidate spells his/her name and responds to questions about him/herself.

Focus: Speaking to communicate personal information.

Part 2

Task type: Candidate is given a situation and s/he responds (group A) or initiates (group B) as required. At least 1 situation from each group; a further may be chosen if time allows.

Focus: Speaking to communicate in real-life situations using a range of functional language to elicit or respond, as appropriate.

Part 3

Task type: The candidate and interlocutor ask and answer questions about two pictures to find similarities and differences.

Focus: Speaking to exchange information about two pictures to find similarities and differences.

Part 4

Task type: Candidate is given a topic and then talks about it and responds to prompts or questions.

Focus: Speaking for a long turn on a familiar topic, to describe, narrate or explain something and respond to questions.



IESOL Access Level – A2 (2 hours)

Listening

Part 1

Task type: Seven multiple-choice items each with 3 distractors.

Focus: Listening to recognise simple key information within short statements.

Part 2

Task type: Seven multiple-choice items each with 3 distractors.

Focus: Listening to identify functions in short utterances typical of spoken English.

Part 3

Task type: Five multiple-choice items (one per dialogue) each with 3 distractors.

Focus: Listening to identify specific aspects of spoken dialogue.

Part 4

Task type: Note or message pad with headings. Candidates listen to a monologue and select required information to complete notes.

Focus: Listening to extract key information from a monologue to complete a task.

Reading

Part 1

Task type: A text with gaps in 6 sentences and a list of 9 items of text.

Focus: Testing understanding of coherence and cohesion in discourse.

Part 2

Task type: 5 short texts, each with part of the text removed.

Focus: Testing understanding of the organisational, lexical and grammatical features of a text.

Part 3

Task type: 4 short texts.

Focus: Testing awareness of the purposes of different texts and the ability to locate specific information.

Part 4

Task type: Text followed by 5 multiple-choice questions, each with 3 distractors.

Focus: Reading to obtain specific information.

Writing

Part 1

Task type: A form with information to be filled in and including at least two instructions (block capitals, tick, circle etc).

Focus: Complete a form with personal details.

Part 2

Task type: A text containing five errors and space below for candidate to write out correct copy.

Focus: To copy a handwritten text accurately, correcting any errors.

Part 3

Task type: Follow instructions to write for a given audience in a formal or neutral manner.

Focus: To write formally/ neutrally with some awareness of an intended public audience.

Part 4

Task type: To respond to an informal text with an informal response and which includes three functions.

Focus: To write informally in response to a text.

1

ISESOL Access Level – A2 (7 minutes)**Part 1**

Task type: Candidate spells his/her name and responds to questions about him/herself.

Focus: Speaking to communicate personal information.

Part 2

Task type: Candidate is given a situation and s/he responds (group A) or initiates (group B) as required. At least 1 situation from each group; a further may be chosen if time allows.

Focus: Speaking to communicate in real-life situations using a range of functional language to elicit or respond, as appropriate.

Part 3

Task type: The candidate and interlocutor ask and answer questions about two pictures to find similarities and differences.

Focus: Speaking to exchange information about two pictures to find similarities and differences.

Part 4

Task type: Candidate is given a topic and then talks about it and responds to prompts or questions.

Focus: Speaking for a long turn on a familiar topic, to describe, narrate or explain something and respond to questions.



IESOL Achiever Level – B1 (2 hours and 30 minutes)

Listening

Part 1

Task type: Six multiple-choice items each with 3 distractors.

Focus: Recognition of context, meaning and function in response to a range of utterances.

Part 2

Task type: Six multiple-choice items (two per dialogue) each with 3 distractors.

Focus: Listening to identify specific aspects of spoken dialogue.

Part 3

Task type: Note or message pad with headings. Candidates listen to a monologue and select required information to complete notes.

Focus: Listening to extract key information from a monologue.

Part 4

Task type: Six multiple-choice items each with 3 distractors

Focus: Listening to follow a discussion.

Reading

Part 1

Task type: 5 short texts, each with part of the text removed.

Focus: Testing understanding of the organisational and lexical features of a text with internal cohesion and coherence.

Part 2

Task type: A text with 6 sentences removed and 2 distractors.

Focus: Testing understanding of how meaning is built up in discourse.

Part 3

Task type: 4 short texts.

Focus: Testing awareness of the purposes of different texts and the ability to locate specific information.

Part 4

Task type: Paragraphed text with 10 open-ended questions. Maximum 3 words used for each answer

Focus: Reading to locate and obtain specific information.

Writing

Part 1

Task type: A text with errors which learner must correct.

Focus: Proof reading a text to identify and correct errors.

Part 2

Task type: Input text and appropriate response to an audience that is public and distant from the writer.

Focus: To respond to input text and produce a more formal response for an intended public audience. (70-100 words)

Part 3

Task type: Write a letter on a given topic of personal interest.

Focus: To produce an informal text, a letter to an English-speaking friend. (100-120 words)

1

ISESOL Achiever Level – B1 (9 minutes)**Part 1**

Task type: Candidate spells his/her name and responds to questions about him/herself.

Focus: Speaking to communicate personal information, opinions and ideas.

Part 2

Task type: Candidate is given a situation and s/he responds (group A) or initiates (group B) as required. At least 1 situation from each group; a further may be chosen if time allows.

Focus: Speaking to communicate in real-life situations using a range of functional language to elicit or respond, as appropriate.

Part 3

Task type: The candidate and interlocutor ask and answer questions, discuss and reach a conclusion.

Focus: Speaking to exchange information and opinions to perform a task.

Part 4

Task type: Candidate is given a topic to talk about and a short time to prepare.

Focus: Speaking for a long turn on a familiar topic, to describe, narrate, explain something or express opinions and respond to questions.

1

IESOL Communicator Level – B2 (2 hours and 30 minutes)

Listening

Part 1

Task type: Eight multiple-choice items (one per dialogue) each with 3 distractors.

Focus: Recognition of context, meaning and function in a range of short conversations on concrete and abstract topics.

Part 2

Task type: Six multiple-choice items (two per dialogue) each with 3 distractors.

Focus: Listening to identify specific aspects of spoken dialogue.

Part 3

Task type: Note or message pad with headings. Candidates listen to a monologue and select required information to complete notes.

Focus: Listening to extract key information from a monologue.

Part 4

Task type: Eight multiple-choice items each with 3 distractors.

Focus: Listening to follow a discussion.

Reading

Part 1

Task type: A long text followed by 6 multiple choice items with 3 distractors.

Focus: Testing detailed understanding of information, ideas and opinions.

Part 2

Task type: A text with 6 gaps and a list of 8 items of text.

Focus: Testing understanding of how meaning is built up in discourse.

Part 3

Task type: 4 short texts. 9 items for learners to indicate which text matches the input.

Focus: Testing awareness of the purposes of different texts and the ability to locate specific information; testing awareness of author's stance and attitudes.

Part 4

Task type: Paragraphed text with 9 open-ended questions. Maximum 5 words used for each answer.

Focus: Reading to locate and obtain specific information.

Writing

Part 1

Task type: Written, graphic or visual input provided along with 4 content points.

Focus: To respond formally to written, graphic or visual input. (100-150 words)

Part 2

Task type: To produce a long continuous text on a single given topic.

Focus: To write a personal letter, a narrative or a descriptive composition. (150-200 words)

1

ISESOL Communicator Level – B2 (10 minutes)**Part 1**

Task type: Candidate spells his/her name and responds to questions about him/herself.

Focus: Speaking to communicate personal information, opinions and ideas.

Part 2

Task type: Candidate is given a situation and s/he responds (group A) or initiates (group B) as required. At least 1 situation from each group; a further may be chosen if time allows.

Focus: Speaking to communicate in real-life situations using a range of functional language to elicit or respond, as appropriate.

Part 3

Task type: The candidate and interlocutor ask and answer questions, discuss and reach a conclusion in order to make a plan or agreement.

Focus: Speaking to exchange information and opinions to perform a task.

Part 4

Task type: Candidate is given a topic to talk about and a short time to prepare.

Focus: Speaking for a long turn on a familiar topic, to describe, narrate, explain something or express opinions and respond to questions.



IESOL Expert Level – C1 (3 hours)

Listening

Part 1

Task type: Eight multiple-choice items (one per dialogue) each with 3 distractors.

Focus: Recognition of context, meaning and function in response to a range of short conversations on concrete and abstract topics.

Part 2

Task type: Six multiple-choice items (two per dialogue) each with 3 distractors.

Focus: Listening to identify specific aspects of spoken dialogue.

Part 3

Task type: Note or message pad with headings. Candidates listen to a monologue and select required information to complete notes.

Focus: Listening to extract key information from a monologue.

Part 4

Task type: Eight multiple-choice items each with 3 distractors. Candidates are given 2 minutes to read the questions prior to listening of the discussion.

Focus: Listening to follow a discussion.

Reading

Part 1

Task type: A text followed by 10 sentences. Candidates select 5 sentences which accurately paraphrase the writer's meaning.

Focus: Testing understanding of literary texts, use of emotive language by a writer and texts dense with complex structures.

Part 2

Task type: A text with 6 gaps and a list of 8 items of text.

Focus: Testing understanding of how meaning is built up in discourse.

Part 3

Task type: 4 short texts with common topic and a linked theme. 9 items for candidates to indicate which text matches the input.

Focus: Testing awareness of the purposes of different texts and the ability to locate specific information.

Part 4

Task type: A paragraphed text with 8 multiple choice questions divided into Part A and Part B.

Focus: Reading to understand text discourse, purpose and gist. Reading to locate and obtain specific information.

Writing

Part 1

Task type: Written, graphic or visual input provided.

Focus: To respond formally to written, graphic or visual input. (150-200 words)

Part 2

Task type: To produce a long continuous text on a single given topic.

Focus: To write a personal letter, a narrative or a descriptive composition. (250-300 words)

1

ISESOL Expert Level – C1 (12 minutes)**Part 1**

Task type: Candidate spells his/her name and responds to questions about him/herself.

Focus: Speaking to communicate personal information, opinions and ideas.

Part 2

Task type: Candidate is given a situation and s/he responds (group A) or initiates (group B) as required. At least 1 situation from each group; a further may be chosen if time allows.

Focus: Speaking to communicate in real-life situations using a range of functional language to elicit or respond, as appropriate.

Part 3

Task type: The candidate and interlocutor ask and answer questions, expand and justify opinion, challenge and ask for clarification, and reach some kind of conclusion.

Focus: Engage in discussion to perform/complete a specific task and try to reach agreement; persuade someone to your point of view or express and elicit opinion.

Part 4

Task type: Candidate is given a topic to talk about and a short time to prepare.

Focus: Speaking for a long turn on a familiar topic, to describe, narrate, explain something or express opinions and respond to questions.

1

IESOL Mastery Level – C2 (3 hours)

Listening

Part 1

Task type: Eight multiple-choice items each with 3 distractors. Candidates identify the most appropriate response to the spoken utterance.

Focus: Recognition of context, meaning and function in response to a range of utterances.

Part 2

Task type: Six multiple-choice items (two per dialogue) each with 3 distractors.

Focus: Listening to identify specific aspects of spoken dialogue.

Part 3

Task type: Note or message pad with headings. Candidates listen to a monologue and select required information to complete notes.

Focus: Listening to extract key information from a monologue.

Part 4

Task type: Eight multiple-choice items each with 3 distractors.

Focus: Listening to follow a discussion and identify different aspects.

Reading

Part 1

Task type: A text followed by 10 sentences. Candidates select 5 sentences which accurately paraphrase the writer's meaning.

Focus: Testing understanding of literary texts, use of emotive language by a writer and texts dense with complex structures.

Part 2

Task type: A text with 6 gaps and a list of 8 items of text.

Focus: Testing understanding of how meaning is built up in discourse.

Part 3

Task type: 4 short texts with common topic and a linked theme. 9 items for candidates to indicate which text matches the input.

Focus: Testing awareness of the purposes of different texts and the ability to locate specific information.

Part 4

Task type: A paragraphed text with 10 open-ended questions. Maximum 3 words for each answer.

Focus: Reading to locate and obtain specific information.

Writing

Part 1

Task type: Written, graphic or visual input provided.

Focus: To respond formally to written, graphic or visual input. (200-250 words)

Part 2

Task type: To produce a long continuous text on a single given topic.

Focus: To write a personal letter, a narrative or a descriptive composition. (250-300 words)

1

ISESOL Mastery Level – C2 (15 minutes)**Part 1**

Task type: Candidate spells his/her name and responds to questions about him/herself.

Focus: Speaking to communicate personal information, opinions and ideas.

Part 2

Task type: Candidate is given a situation and s/he responds (group A) or initiates (group B) as required. At least 1 situation from each group; a further may be chosen if time allows.

Focus: Speaking to communicate in real-life situations using a range of functional language to elicit or respond, as appropriate.

Part 3

Task type: The candidate and interlocutor ask and answer questions, expand and justify opinion, challenge and ask for clarification, and reach some kind of conclusion.

Focus: Engage in discussion to perform/complete a specific task and try to reach agreement; persuade someone to your point of view or express and elicit opinion.

Part 4

Task type: Candidate is given a topic to talk about and a short time to prepare.

Focus: Speaking for a long turn on a familiar topic, to describe, narrate, explain something or express opinions and respond to questions.

1

1.6. Assessment of IESOL and ISESOL

Overall IESOL/ISESOL Marking

Following the changes in the IESOL Marking criteria introduced by City & Guilds in May 2009, a candidate may still be awarded a Pass grade even if he/she is awarded one Narrow Fail grade in any of the three parts of the exam. In effect, the candidate fails the IESOL exam when he/she is awarded two Narrow Fail grades or one or more Fail grades in any of the three parts of the exam. The table below shows all possible combinations for a Pass grade in the IESOL exam:

First Class Pass	3 First Class grades
Pass	3 Pass grades or 2 First Class + 1 Pass or 1 First Class + 2 Pass or 2 First Class + 1 Narrow Fail or 1 First Class + 1 Pass + 1 Narrow Fail or 2 Passes + Narrow Fail
Fail	1 or more Fail grades

1

Regarding the ISESOL exam, a candidate passes the exam only if he/she gets a *Pass* in all four parts of the exam. Narrow Fail grade is not used in the ISESOL exam. The following table shows all possible combinations for a *Pass* grade in the ISESOL exam:

First Class Pass	4 First Class grades
Pass	4 Pass grades
Fail	1 or more Fail grades

(For more information and sample interviews on the ISESOL exam, please refer to Chapter 3)

Results

Results come out 4-5 weeks after the examination date when candidates receive a statement of results with the overall grade. In the case of an overall Fail, the candidate is also given feedback on his weak areas through the Performance Codes presented below for the IESOL and ISESOL, respectively:

IESOL Performance Codes

AD: Needs to improve writing: too many grammar and/or vocabulary mistakes

ET: Needs to improve writing: the message is not communicated clearly

EU: Needs to improve writing: grammar is too simple, vocabulary is poor

EV: Needs to improve writing: poor organisation

GA: Very good at listening

GB: Good at listening

GC: Borderline fail in the listening section

GD: Needs to improve listening

GE: Very good at reading

GF: Good at reading

GG: Borderline fail in the reading section

GH: Needs to improve reading

GI: Very good at writing

GJ: Good at writing

GK: Borderline fail in the writing section

GL: Needs to improve writing

1**ISESOL Performance Codes**

AA: Borderline Fail

EW: Failed the first part of the test (personal questions)

EX: Failed the second part of the test (situations)

EY: Failed the third part of the test (interactive task)

EZ: Failed the fourth part of the test (candidate's long turn)

AD: Needs to improve accuracy: too many grammar and vocabulary mistakes

DK: Needs to improve range: vocabulary too limited

DM: Needs to improve pronunciation

DL: Needs to improve fluency: too much hesitation

AB: Did not contribute to the conversation

Introduction

It is a fact that preparing for the Writing part of any English exam is a stressful and challenging process both for teachers and students. On the one hand, candidates are required to produce a substantial amount of output through an ongoing process of drafting, feedback and rewriting before they produce their final text. On the other hand, teachers are expected to spend time and effort teaching their students the necessary skills for the demanding task of Writing. This process presupposes diligence and perseverance on behalf of both parties.

But what does Pass and what does Fail mean in the City & Guilds Writing Part? An impression mark based on your overall assessment of the student's level can often be misleading. When you read a text written by one of your students and you are not sure whether to award Pass or Fail, it is very important that you use specific criteria on which you will be able to base an informed decision.

This part includes all the information you need as teachers when preparing your students for the City & Guilds Writing exam since it includes, among other important information, the genres found in the City & Guilds exam for each level, the analytical scale for marking Writing and marked samples with comments for certain levels. Thus, you will be able to familiarise yourselves with the City & Guilds marking criteria so that when assessing your students' texts, you will feel more confident and certain of your decisions.

CHAPTER 2

City & Guilds Writing

2.1 Description of writing tasks

The writing sections of the six levels comprise a number of different parts or tasks.

A1 and A2: 4 parts

- Part 1 - form filling
- Part 2 - to improve a text by correcting a number of errors
- Part 3 - free-writing task to construct a neutral or formal text for a public audience
- Part 4 - free writing task using informal language.

B1: 3 parts

- Part 1 - to improve a text by correcting a number of errors
- Part 2 - free-writing task to construct a neutral or formal text for a public audience
- Part 3 - free-writing task using informal language.

B2, C1 and C2: 2 parts

- Part 1 - free-writing task to construct a neutral or formal text for a public audience
- Part 2 - free-writing task using informal language.



2.2 Extended Writing Tasks

A1 PRELIMINARY (Writing Part 1, 2, 3, 4)

Writing Part 1

Candidates are instructed to fill in a form.

Writing Part 2

Candidates are instructed to copy and correct a very short text containing specified errors. (5 punctuation errors)

Writing Part 3 (20-40 words)

Candidates are instructed to produce four sentences on a given topic.

Writing Part 4 (15-25 words)

Candidates are instructed to produce an informal text, a letter to an English friend.

All writing parts are compulsory.

A2 ACCESS (Writing Part 1, 2, 3, 4)

Writing Part 1

Candidates are instructed to fill in a form.

Writing Part 2

Candidates are instructed to copy and correct a very short text containing 5 specified errors. (2 punctuation errors, 2 spelling errors and 1 error in word order.)

Writing Part 3 (20-40 words)

Candidates are instructed to respond to written input (eg letter, poster, diary, notes or any other suitable form) and produce a more formal response for an intended public audience.

Writing Part 4 (20-40 words)

Candidates are instructed to produce an informal text, a letter to an English friend.

All writing parts are compulsory.



B1 ACHIEVER (Writing Part 1, 2, 3)

Writing Part 1

Candidates are instructed to proof read a text to identify and correct errors (2 spelling errors, 3 punctuation errors, 3 grammar errors)

Writing Part 2 (70-100 words)

Candidates are instructed to respond to written input (eg letter, poster, diary, timetable, leaflet or any other suitable form) and produce a more formal response for an intended public audience.

Writing Part 3 (100-120 words)

Candidates are instructed to produce an informal text, a letter to an English friend.

All writing parts are compulsory.

B2 Communicator (Writing Part 1, 2)

Writing Part 1 (100-150 words)

Candidates are instructed to respond formally to written, graphic or visual input (eg letter, poster, diary, timetable, leaflet, graph, table, e-mail, schedule etc).

Writing Part 2 (100-150 words)

Candidates are instructed to write a personal letter, a narrative or a descriptive composition.

Both writing parts are compulsory.

2

C1 EXPERT (Writing Part 1, 2)

Writing Part 1 (150-200 words)

Candidates are instructed to respond formally to written, graphic or visual input (eg letter, poster, diary, timetable, leaflet, graph, table, e-mail, schedule etc) and produce a letter, report, argument or article.

Writing Part 2 (200-250 words)

Candidates are instructed to write a personal letter, a narrative or a descriptive composition.

Both writing parts are compulsory.

C2 MASTERY (Writing Part 1, 2)

Writing Part 1 (200-250 words)

Candidates are instructed to respond formally to written, graphic or visual input (eg letter, poster, diary, timetable, leaflet, graph, table, e-mail, schedule etc) and produce a letter, report, argument or article.

Writing Part 2 (250-300 words)

Candidates are instructed to write a personal letter, a narrative or a descriptive composition.

Both parts are compulsory.

2.3 General information about marking the free-writing tasks

Two scales are used to determine whether candidates are **at**, **above** or **below** the standard required for the particular level as identified by the performance descriptors for Pass. These scales are:

- **Global communication scale:** this shows how well the candidate achieves each task set at the level expected, how the text affects the target reader and how the candidate gets his/her message across.
- **Analytical scale:** this shows the overall levels of performance in each of three categories and is used to confirm or challenge the global communication grade
 - o Accuracy: the command a candidate has of structure, verb form and pattern, parts of speech, spelling and punctuation
 - o Range: the ability to vary the structure, lexis and formality in the text
 - o Organisation: the candidate's use of cohesion, layout and paragraphing.

Accuracy

- correct use of word order
- correct grammar used
- correct use of punctuation
- correct spelling

Range

- variety of lexical items used
- variety of structures used
- precision of vocabulary items

Organisation

- coherent text
- relevance to topic
- appropriate layout
- correct use of discourse markers
- correct grammatical and/or syntactic relationships between different elements



2.4 Analytical scale for marking Writing

Accuracy refers mainly to the correct use of grammar and syntax although correct use of punctuation and spelling are also two features that pertain to this criterion. The candidate should be able to produce the minimum correct grammar along with word order expected at each level.

Range refers to the variety of grammatical structures and the amount of vocabulary used. In other words, a candidate should not only use correct grammar and lexis (accuracy) but should also be able, depending on the level, to produce a wide range of simple and complex sentences and use synonyms and expressions that would minimise instances of repetition.

Organisation refers to the candidate's ability to produce a coherent text with appropriate paragraphing. Thus, in addition to using the appropriate organisational pattern and layout for each genre, candidates should make use of appropriate linking devices so that the text flows more easily. It is very important to bear in mind, though, that the mere use (or even overuse) of linking devices does not necessarily result in a Pass mark.



TIP: Passing the IESOL Writing Part does not mean that the candidate has to produce a perfect text. Errors might appear within the candidates' performance but should not be ones that impede understanding. Whether a candidate will get a First Class Pass, Pass or Fail in the IESOL Writing Part is dependent exclusively on the above criteria and to the extent they are met and not on the number of errors the candidate has made.

2.5 Communicator (B2) samples of writing tasks

SAMPLE 1

Write a letter to your English teacher explaining how the area in which you live has changed recently. How do you think it could change in the next ten years? Write between 100 and 150 words.

Dear teacher,

I am so exciting to hearing from you. I received your letter about your new city. You have left from our city since 2006 so I have to informe you about the changes which have bone here.

Firstly, the old park was demolished from an earthquick and now in it position there is a shop-centre. The centre has a lot of shops for clothes, food, CDs and entertainment such as cinemas, coffe shops and other. It is good for our comunitie because now the young people have somewhere to spend their free time on. In addition, this helps people to find job because it has increase the positions for work.

One the other hand, I believe that it is the start for other buildings like that. So our city will have a raise at population in the next ten years. I am afraid that it means that our city will have a lot of criminals. We have to do something about that.

To conclude, you will have great time when you come. I am looking forward to hearing from you soon.

Yours sincerely,

2

Accuracy: Pass

Controls grammar and lexis effectively

Range: First Class Pass

Range of vocabulary and structures attempted wider than expected at this level

- the old park was demolished
- somewhere to spend their free time on

Organisation: First Class Pass

Coherent and paragraphed text; range of linking devices used

Global: First Class Pass

communicated very well; clear, detailed text

OVERALL MARK: FCP

SAMPLE 2

Write a letter to your English teacher explaining how the area in which you live has changed recently. How do you think it could change in the next ten years? Write between 100 and 150 words.

Dear Mrs Olga

I am writing you this letter in order to explain you how the area in which I live has been changed recently. Although my area has not been changed a lot, there are some things that are not the same as they were before.

First of all the roads of the streets have been improved and also have been the houses. New flats have been built and trees have been cut.

If my area continuous to change I believe that in next ten years every will be change. For example houses and flats will be destroyed and at their places are going to be build bigger.

Yours faithfully,

2

Accuracy: Fail

Many structural and grammatical errors; inconsistent use of punctuation

- there is a “,” missing after “First of all” and “for example”

Range: Pass

Use of a satisfactory range of structures; words and expressions appropriate to the topic

Organisation: Pass

appropriate paragraphing; a range of linking words used

Global: Pass

Deals competently with the given topic; writes coherently, linking and evaluating ideas appropriately and effectively

OVERALL MARK: PASS

SAMPLE 3

Write a letter to your English teacher explaining how the area in which you live has changed recently. How do you think it could change in the next ten years? Write between 100 and 150 words.

Dear teacher,

The area in which I live has changed very much. First of all now we have a big park and a new playground. Secontly it's open a new big store with many bars, cafes and restaurant but for the next 10 years I think it could change again my area. I believe that my area will be biggest with a new big scool and with a lot of children. I think also that we have a new stadium for the local football team AEL and a multi-cinema with a lot of restaurants bars and cafes.

Accuracy: Fail

Spelling mistakes; many structural and/or grammatical errors

- *it could change again my area*
- *it's open a new big store*

Range: Pass

Use of a satisfactory range of structures appropriate to the task

Organisation: Fail

Very little attempt at organisation or use of linking and cohesive devices other than those found at a very basic level; insufficient length

Global: Fail

Meaning is unclear; does not keep entirely to given topic

2

OVERALL MARK: FAIL

2.6 Expert (C1) samples of writing tasks

SAMPLE 1

You decide to enter a competition in an international English magazine in which you are asked to write an account of a significant event from your country's history. Your account must describe what happened and explain its significance. Write between 200 and 250 words.

For the international English magazine,

I decided to write about an account of a significant event from my country's history.

All started many years ago when a lot of rivals wanted to take the Greece and our Greek islands. Then many Greek people started to fight against the rivals of other countries especially with the Turkey. These people who fought very bravely in order to keep our Greek islands, they are now our heroes and we celebrate their death in (28) October. This event is significant because my country, which is Greece, is Greek and not Tourkish.

In addition despite the fact that the Greece rivals tried very hard to take Greece, our heroes said not and fought very bravely. So we have now our culture our traditions and our custumes and we try live with piece.

2

Accuracy: Fail

Many spelling mistakes and frequent lexical or structural errors

Range: Fail

Meaning is conveyed but not in a natural way; vocabulary and structures are not adequate to the purpose

Organisation: Fail

Little attempt at organisation; little use of linking and cohesive devices

Global: Fail

Meaning is unclear; does not deal with given topic

OVERALL MARK: FAIL

SAMPLE 2

You decide to enter a competition in an international English magazine in which you are asked to write an account of a significant event from your country's history. Your account must describe what happened and explain its significance. Write between 200 and 250 words.

A significant event from my country's history was the 1821's revolution. It was a war between Greece AND Turkey. Greece is known in all over the world about this war.

For 400 years greece was handled by othomanic empire. It was very difficult. Greeks had to obey what turkish told them. They were servants and made all the works for them without saying anything.

In 1821 the condition was terrible and greeks took the decision to make a war for their lives and their independence. With a small little army and little equipment they started this war. From the history we learn that greek fighters were very braive and they were willing to give their lives for the freedom.

A Dominant role in the war had some people known as «fighters of 1821's» such as Kolokotronis, Mpoumpoulini, Mauromixalis, Androutsos and Papaflessas. All of them played an important role to the revolution and gave their lives for the freedom. Finally we bite the Turkish and Greece became free.

For this reason Greece has a celebration on 28 of Oktober. It is one of the biggest celebrations of the year and the schools are closed. It is a special day in which all Greek celebrate the freedom and their independence.

2

Accuracy: Pass

Natural, flexible and consistent command of word order, structures and lexis in compound and complex sentences

Range: Pass

Use of a wide range of vocabulary and structures to emphasise or expand points

- a significant event
- greeks took the decision

Organisation: Pass

Text linked and organised using a range of cohesive devices; text structured logically and effectively

Global: Pass

A well-structured, detailed argument emphasising important points

OVERALL MARK: PASS

2.7 Mastery (C2) samples of writing tasks

SAMPLE 1

Every day our movements are tracked by CCTV cameras, our spending habits logged by Credit Card companies and our internet use spied on by search engine companies. To what extent do you think our privacy is being invaded by these elements? Write an essay of between 250-300 words.

The improvement and development of technology has enhanced our society and of course the global economy. Unfortunately, technology has intruded and installed in our daily lifestyle without limitation. Every day our movements are tracked by CCTV cameras, our spending habits logged by credit card companies and our internet use spied on by search engine companies. Of course, nowadays, we can't talk about privacy. To what extent is our privacy being invaded by these elements?

To begin with, previously criminality was the most crucial and important problem globally. Then some governments decided that no one can do whatever he thinks. They installed CCTV cameras on the streets and almost on every shop. They claim that this measure has positive effects to the function of a good society. Criminals or hooligans wouldn't think to steal or break something because he is tracked by the police cameras, but the majority of residents internationally were against this measure as cameras have intruded our personal lives and privacy. It is my strong belief that the privacy is a very significant right that we have to save.

In a very great extent our privacy is being invaded by internet use. If we use our computer and being on the internet, the search engine companies will be informed about it. May be in our house but every step that we make is tracked. That is to say, that in my own house, in my private room there is no privacy and we can do nothing.

2

My personal support is that the government should have announced their sentence for this measure and all the residents to vote for it. However, cameras and internet exist but we can reduce their power and the intrusion to our life and privacy every person with his own way.

Accuracy: Fail

Frequent lexical and structural errors

- *technology has installed in our daily lifestyle*
- *no one can do whatever he thinks*
- *my personal support is that*

Range: Pass

Awide range of vocabulary used demonstrating ability to distinguish between finer shades of meaning

- *technology has enhanced*
- *reduce their intrusion*
- *criminality was the most crucial problem*

Organisation: Pass

A wide range of linguistic devices used to create coherent and cohesive writing

Global: Pass

Well structured and smoothly-flowing text; deals appropriately and competently with the given topic

OVERALL MARK: PASS

SAMPLE 2

Every day our movements are trucked by CCTV cameras, our spending habits logged by Credit Card companies and our internet use spied on by spied on by search engine companies. To what extent do you think our privacy is being invaded by these elements? Write an essay of between 250-300 words.

Nowadays, *that the* technology has improved and developed to a great extent there are some people that *they* can know everything for everybody.

Firstly, there are cameras everywhere and as a result we can't have our own privacy. Apart from this there are some other elements like cameras that invade *in* our privacy. There are spending *habbits* logged by Credit Card Companies that check our shopping and also some engines that can check the use of Internet that we do every day, every hour. I think that our privacy is being invaded by these elements but not at a great extent. These are some negative and some positive effects from these elements. I believe that on the one hand all these elements are good because they can check and memorise everybody so that it is easier so as to arrest *thiefs* etc. Also they are good and not invade *in* our privacy because *through* these elements can become useful surveys and take some important information. On the other hand there are some people that want to take advantage of some famous *or not* people through these elements. This is the bad and the *wrong* use of these elements.

I believe that with the correct use of these elements our privacy is not being invaded. But the people who want to earn money or something like this through these our privacy is being invaded to a great extent and we must ban them.

2

Accuracy: Fail

Spelling mistakes; frequent lexical and structural errors

- *there are people that they can*
- *it is easier so as to arrest thiefs*
- *habbits*

Range: Fail

Meaning is conveyed but not expressed in a natural way; vocabulary and structures are not adequate to the purpose

Organisation: Pass

Organises text effectively and suitably

Global: Fail

Unable to write consistently

- *candidate discusses the advantages although he was not asked to do so*

OVERALL MARK: FAIL

Introduction

The International Spoken ESOL examination is a structured interview between an *Interlocutor* (who is **not** a marking examiner) and a candidate, which is recorded using a digital voice recorder and assessed at a later stage by trained markers using a given set of criteria.

Thus, the Interlocutor's function in the Spoken ESOL test is to *manage the interaction* and *elicit* as good and extensive a sample of spoken language as possible from the candidate. To this end, during the test the Interlocutor follows a script provided by City & Guilds, known as the *Interlocutor Framework*. The test is in four parts:

In Part 1, the Interlocutor asks the candidate some questions about himself/herself.

In Part 2, the Interlocutor outlines a couple of situations and then acts out the situations with the candidate.

In Part 3, the Interlocutor and the candidate carry out a communicative task together.

In Part 4, the candidate is given a topic on which he/she has to speak on his/her own for some time; after that, the Interlocutor may ask a few questions related to the topic the candidate has talked about.

CHAPTER 3

City & Guilds International Spoken ESOL

3.1 Description of speaking tasks

The structure of the Spoken ESOL test is the same for all six levels, but the duration and, obviously, the language level differs. Details of the content of each part of the test are given below, while examples of actual spoken tests are provided on the DVD accompanying this booklet.

PART 1: Personal Information Interview

The interlocutor asks a minimum of three questions (maximum five) focusing on personal information and, at the more advanced levels, ideas and opinions. Each of the questions relates to a different topic area. In this Part of the test, the candidate is only expected to answer questions.

PART 2: 2-3 Situational roleplays

In this part, the Interlocutor and the candidate take part in 2-3 relatively short roleplays (a minimum of 2 exchanges). The Interlocutor outlines the situation and then interacts in role with the candidate. In the first situation, the Interlocutor will initiate, while in the second situation the candidate will initiate. A third situation may be used if time allows and for this situation the Interlocutor may choose to either initiate or have the candidate initiate.

In this part of the test, the candidate is expected to ask and answer questions. He/She will be expected to use appropriate functional language at the right level of formality.

PART 3: Interaction

The interlocutor outlines a communicative task, gives the candidate some visual material and allows the candidate some time to think. Then they both interact to carry out the task.

3

The task type varies depending on the level:

- For levels A1 and A2 an information gap task is used, whereby the Interlocutor and the candidate have a picture each; the pictures are similar, but there are some differences between them which the Interlocutor and candidate have to identify by exchanging information.
- For level B1 a decision making task is used, whereby the Interlocutor and the candidate have to discuss options given in visual form and reach a decision.
- For level B2 an information gap with an element of decision making is used, whereby the Interlocutor and the candidate exchange information based on some notes which they have in front of them and then make a decision.
- For levels C1 and C2 a discussion task is used which involves opinion exchange and decision making.

In this part of the test, the candidate is expected to both ask and answer questions, as well as demonstrate a command of several interaction skills, such as turn-taking, developing the interaction, constructing a turn and constructing an argument.

PART 4: Candidate's Long turn

The interlocutor gives the candidate a topic and allows the candidate 30 seconds to think and make notes. The candidate then talks about his/her topic for some time, which varies from one to three minutes depending on the level. If time allows, the interlocutor then asks a couple of questions related to the topic. In this part of the test, the candidate is expected to demonstrate that he/she can construct a coherent, well-organised long turn.

3.2 Spoken ESOL Marking Criteria

Two scales are used to determine whether candidates are **at**, **above** or **below** the standard required for the particular level as identified by the performance descriptors for Pass. These scales are:

- **Global communication** scale: this shows how well the candidate achieves each task set at the level expected
- **Analytical scale:** this shows the overall levels of performance in each of four categories and is used to confirm or challenge the global communication grade
 - o Accuracy: the command a candidate has of structure, verb form and pattern, parts of speech and lexis
 - o Range: the ability to vary the structure, lexis and formality in accordance with the context
 - o Pronunciation: the ability to articulate individual sounds intelligibly, as well as to use features of stress, rhythm and intonation to convey meaning.
 - o Fluency: the ability to produce continuous speech with ease, in an organized manner that develops the interaction

The criteria on which the analytical scales are based are detailed below:

Accuracy

- correct use of word order and grammar
- accurate use of vocabulary

Range

- variety of lexical items used
- variety of structures used
- precision of vocabulary items (at more advanced levels)

Pronunciation

- the ability to produce sounds in order to be understood
- the ability to articulate words intelligibly
- the correct use of rhythm, intonation and pauses

Fluency

- the ability to produce language with ease
- the ability to produce continuous speech
- the ability to make a relevant contribution
- the ability to develop the discourse
- the ability to organise one's contribution

3

More details of the marking criteria and marking process can be found in the ISESOL Assessment Guide.

3.3. Sample Spoken ESOL Tests: Marking and Rationale

The following comments refer to the sample tests on the DVD accompanying this booklet.

A1 Preliminary Level

Candidate: Christos

Mark: First Class Pass

Christos's performance is clearly above the level in all four parts of the test. He can use more than a few basic grammatical structures, including some complex sentence forms, responds well to all tasks, and speaks without hesitation in a consistently intelligible manner.

Global Communication:	First Class Pass
Accuracy:	First Class Pass
Range:	First Class Pass
Pronunciation:	Pass
Fluency:	First Class Pass

A2 Access Level

Candidate: Fotini Anna

Mark: First Class Pass

Fotini's overall performance is above the level in all four parts of the test. Although in terms of accuracy there are a few problems (**the Friday; *may I can sit*), Fotini is very fluent, does not hesitate at all, has a clear accent that is intelligible at all times and responds very well to all tasks.

3

Global Communication:	First Class Pass
Accuracy:	Pass
Range:	First Class Pass
Pronunciation:	First Class Pass
Fluency:	First Class Pass

B1 Achiever Level Test 1*Candidate: Thanos**Mark: Pass*

Thanos's overall performance, while not impressive, is adequate for the level. His weakest area is grammar accuracy and some of the mistakes he makes are very basic (*I will see my friends and we would go; *I have been known my best friend); however, the errors do not impede communication, which is good throughout. Even though Thanos contributes very little to the first situational roleplay in part 2 and does not initiate in part 3, he answers all questions and responds to all tasks, using appropriate functional language without undue hesitation.

Global Communication:	Pass
Accuracy:	Pass
Range:	Pass
Pronunciation:	Pass
Fluency:	Pass

B1 Achiever Level Test 2*Candidate: Sotiris**Mark: Fail*

Sotiris's performance is below the level. His contributions are minimal, often consisting of just one or two words, and quite inaccurate, while hesitation tests the listener's patience. Communication in Part 3 is difficult, while his long turn in Part 4 lasts less than 40 seconds.

3

Global Communication:	Fail
Accuracy:	Fail
Range:	Fail
Pronunciation:	Pass
Fluency:	Fail

B2 Communicator Level Test 1*Candidate: Aris**Mark: Fail*

Aris is clearly a weak candidate for this level. He makes numerous basic mistakes, some of which impede communication (*it has many green; *I was get it; *it have many sun), hesitates a lot, has a very strong Greek accent which would not be easily intelligible to a non-Greek, and his contributions are short and simple, demonstrating a very limited range.

Global Communication:	Fail
Accuracy:	Fail
Range:	Fail
Pronunciation:	Fail
Fluency:	Fail

B2 Communicator Level Test 2*Candidate: Orpheas**Mark: Pass*

Orpheas is an average Communicator level student whose performance just reaches the level. In most parts of the test he is very fluent, although in Part 3 his contributions do not develop the interaction and in Part 4 he makes a number of mistakes, including some basic ones. Overall, though, he communicates well, makes no errors that block communication and has a clear accent.

3

Global Communication:	Pass
Accuracy:	Pass
Range:	Pass
Pronunciation:	Pass
Fluency:	Pass

B2 Communicator Level Test 3*Candidate: Eleni**Mark: First Class Pass*

Eleni's performance is very good overall; there are some inaccuracies, especially in parts 2 and 4, but she is extremely fluent and has excellent interaction skills. In addition, her pronunciation is very good, with excellent rhythm and intonation and she consistently attempts complex sentences and advanced structures.

Global Communication:	First Class Pass
Accuracy:	Pass
Range:	First Class Pass
Pronunciation:	First Class Pass
Fluency:	First Class Pass

C1 Expert Level

Candidate: John

Mark: Fail

John is almost at the right level, but does not quite make it. There are some errors which are basic for this level (e.g. **I'd like to propose me; *People doesn't know; *I am interesting going there*), and his interaction skills are not quite up to par: the extent is limited (his contributions in Part 2 are minimal, while his long turn in Part 4 lasts less than 1.5 minutes), there is a lot of hesitation, and his vocabulary seldom rises above the mundane.

Global Communication:	Fail
Accuracy:	Fail
Range:	Pass
Pronunciation:	Pass
Fluency:	Fail

C2 Mastery Level Test 1

Candidate: Ioanna

Mark: Fail

Ioanna is clearly a weak candidate for the Mastery level. While she is generally accurate, some of the mistakes she makes actually impede communication (**They can accept the phenomenons into the future; *you can rest yourself*) and others are rather basic (**You may don't know*). In terms of fluency, she is extremely hesitant in all parts and the slow rhythm of her contributions often tests the listener's patience. The extent of her contributions is also very limited, while the range is clearly below the level, with virtually no complex structures attempted.

3

Global Communication:	Fail
Accuracy:	Borderline Pass
Range:	Fail
Pronunciation:	Fail
Fluency:	Fail

C2 Mastery Level Test 2

Candidate: Dimitra

Mark: First Class Pass

Dimitra is a very good candidate, whose performance is consistently impressive both in terms of accuracy and range as well as in terms of fluency and interaction skills. She demonstrates a very wide range of language, including some very technical vocabulary in Part 3, communicates naturally and at the right level of formality in part 2, and does not hesitate at all. Her pronunciation is distinctly foreign, but stress and intonation are used meaningfully and she is comfortably intelligible at all times.

Global Communication:	First Class Pass
Accuracy:	First Class Pass
Range:	First Class Pass
Pronunciation:	Pass
Fluency:	First Class Pass

C2 Mastery Level Test 3

Candidate: Dora

Mark: Pass

Dora's performance represents a high pass at this level. She uses some very complex structures, appears to be speaking effortlessly and naturally, with virtually no errors. However, in Part 3 she delivers a monologue and does not attempt to involve the other interactant, while the extent of her long turn in Part 4 is rather limited.

Global Communication:	Pass
Accuracy:	First Class Pass
Range:	First Class Pass
Pronunciation:	Pass
Fluency:	Pass

3

CHAPTER 4

City & Guilds International ESOL Sample Paper

**International ESOL
English for Speakers of Other
Languages**
Communicator Level – B2
Practice Paper 1

This paper must be returned
with the candidate's work,
otherwise the entry will be void
and no result will be issued.



8984-74-074
(EL-ESOL 4)

City & Guilds new 2009 CEFR aligned Practice Paper

Candidate's name (block letters please)

Centre no

Date

Time allowed: 2 hours and 30 minutes

- Listening
- Reading
- Writing

Instructions to Candidates

- Answer all the questions.
- All your answers must be written in ink not pencil.

For examiner's use only

Parts	L1	L2	L3	L4	Total	R1	R2	R3	R4	Total	w1	w2
Candidate's score												
RESULTS:	LISTENING					READING					WRITING	
OVERALL RESULT:												

Listening Part 1

You will hear eight short unfinished conversations. Choose the best reply to continue the conversation. Put a circle round the letter of the best reply. You will hear the conversations once only. First, look at the example.

Example:

Speaker 1: Are you sure this one will fit into the room?
Speaker 2: It's no bigger than the one we have now.
Speaker 1: You really should measure it.
Speaker 2: _____

- a) Why are you so surprised?
- b) You worry too much.
- c) I'll change it after I finish this one.
- d) I have it right here.

1.
 - a) You'll need a doctor's note.
 - b) You could do much better.
 - c) Don't be afraid of it.
 - d) That's not reasonable.
2.
 - a) We'll need to organise the event.
 - b) They won't all fit in at the same time.
 - c) That's the best idea so far today.
 - d) We could try giving better directions.
3.
 - a) I'm not keen on having another.
 - b) But I have to go to work now.
 - c) I'll make time for you.
 - d) But I want to order it now.
4.
 - a) It seems an impossible job.
 - b) I know. I didn't believe them either.
 - c) You could see how it was done.
 - d) I know. I really felt I was there.
5.
 - a) You're bound to add more.
 - b) OK, but that's it. I'm off now.
 - c) I'll get quite a bit, then.
 - d) See you next week, then.
6.
 - a) I'll have to write it down.
 - b) Sorry, I don't understand your problem.
 - c) Perhaps we'll find it somewhere.
 - d) Thanks. I get what you mean now.

7. a) *Sorry, she's out all day today.*
 b) *Could you tell me who you need to see?*
 c) *Could you hold, please, and I'll check?*
 d) *Sorry, but it's an expensive call.*
8. a) *We've not met for ages.*
 b) *It's always a pleasure.*
 c) *I'm a lot older too.*
 d) *I've heard all about you.*

(Total: 8 marks)

Listening Part 2

You will hear three conversations. Listen to the conversations and answer the questions below. Put a circle round the letter of the correct answer. You will hear each conversation once only. Look at the questions for Conversation One.

Conversation 1

- 1.1 The man and woman are
- a) buying a house.
 - b) planning a garden.
 - c) looking for a new hobby.
 - d) discussing cookery.
- 1.2 The man is
- a) excited.
 - b) frightened.
 - c) annoyed.
 - d) surprised.

Conversation 2

- 2.1 The speakers are talking about
- a) a murder.
 - b) a mugging.
 - c) shoplifting.
 - d) a burglary.
- 2.2 The man and woman
- a) work together.
 - b) live together.
 - c) are neighbours.
 - d) are teachers.

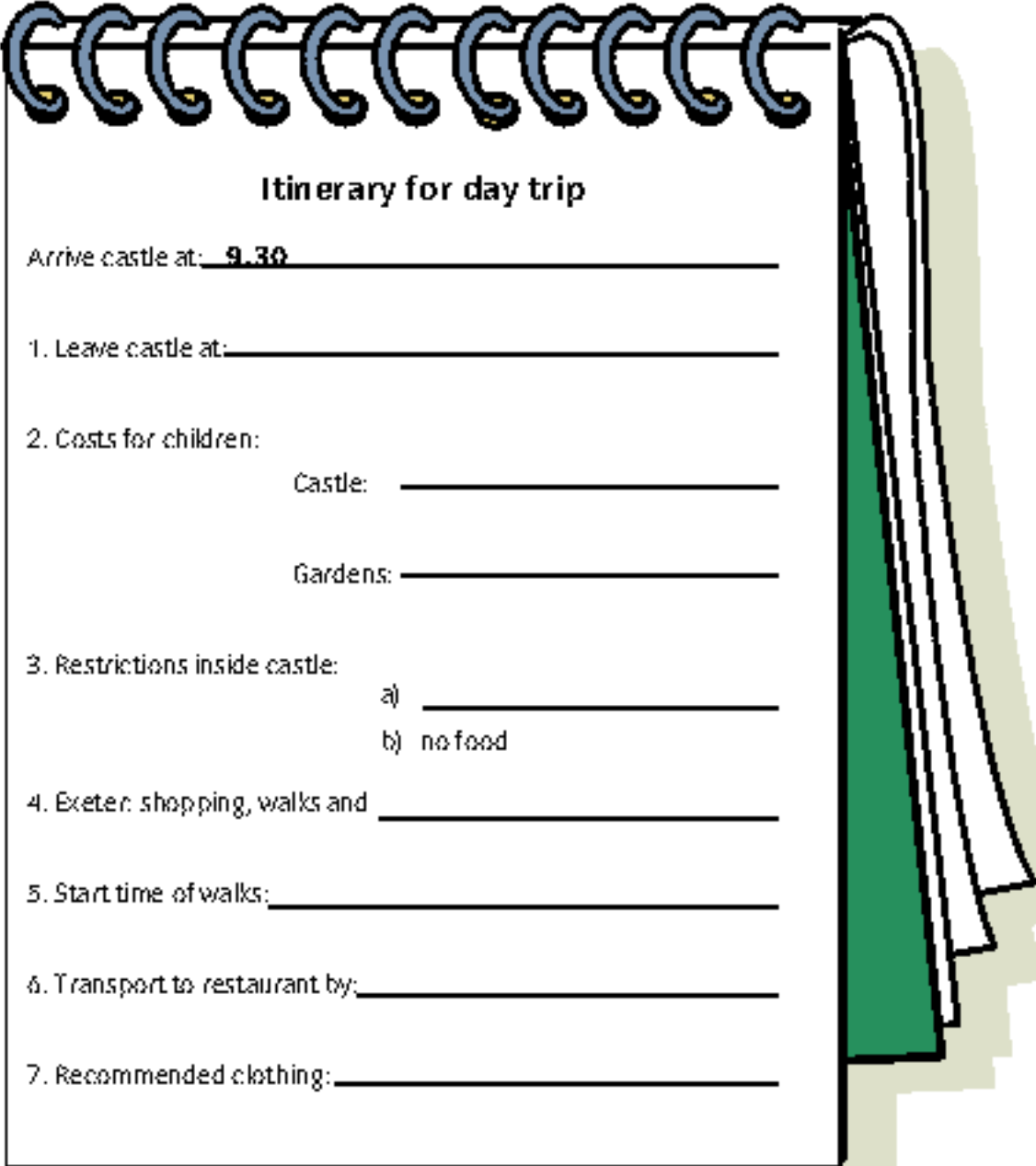
Conversation 3

- 3.1 The man is
- a) in a chemist's shop.
 - b) in a shoe shop.
 - c) at a doctor's surgery.
 - d) in a clothes shop.
- 3.2 The woman is
- a) offering congratulations.
 - b) giving advice.
 - c) paying a compliment.
 - d) giving praise.

(Total: 6 marks)

Listening Part 3

Listen to the message about a day trip. Make **short** notes about the message. First, look at the notes. The first one is done for you. You will hear the message once only.



Itinerary for day trip

Arrive castle at: **9.30** _____

1. Leave castle at: _____

2. Costs for children:

Castle: _____

Gardens: _____

3. Restrictions inside castle:

a) _____

b) no food

4. Exeter: shopping, walks and _____

5. Start time of walks: _____

6. Transport to restaurant by: _____

7. Recommended clothing: _____

(Total: 8 marks)

Listening Part 4

Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. First, look at the questions. The first one is done for you. You will hear the conversation twice.

Example:

John will be having dinner

- a) at home with his parents.
- b) at a friend's house.
- c) at the cinema.
- d) at work.

1. What would John's father like his son to take more seriously?
 - a) Football.
 - b) Family life.
 - c) Education.
 - d) Food.
2. John and his parents live in
 - a) an urban area.
 - b) a suburban area.
 - c) a remote area.
 - d) a rural area.
3. John's father initially thinks that buying his son a car is
 - a) a terrible idea.
 - b) an impossibility.
 - c) an absurd idea.
 - d) a waste of time.
4. John's mother considers her son to be
 - a) energetic.
 - b) studious.
 - c) lazy.
 - d) sociable.
5. John's mother changed her mind about the car because
 - a) John can persuade her very easily.
 - b) John gave good reasons to have one.
 - c) She thinks in the same way.
 - d) She's always a good listener.

6. Why doesn't John have a part-time job?
- a) He's always doing something.
 - b) He has to study all the time.
 - c) He doesn't have transport.
 - d) He doesn't need the money.
7. John's mother is in favour of
- a) buying a cheap car.
 - b) lending John her car.
 - c) buying an economical car.
 - d) giving John money to buy a car.
8. What must John do before he gets a car?
- a) Pass his final school exams.
 - b) Learn about car maintenance.
 - c) Get accepted at university.
 - d) Pass his driving test and get a job.

(Total: 8 marks)

Reading Part 1

Read the text and complete the tasks that follow. Choose *a*, *b*, *c* or *d*. Put a circle round the most appropriate answer. An example is done for you.

Lottery winners who lose their millions

For a lot of people, winning the lottery is a dream come true. But for many, the reality is more like a nightmare.

Evelyn Adams won \$5.4 on the New Jersey lottery in 1986. Today the money is all gone and Adams lives in a trailer.

'Everybody wanted my money. I never learned to say 'No.' I wish I had the chance to do it all over again. I'd be much smarter about it now. I was a big-time gambler,' admits Adams. 'I made mistakes, some I regret, some I don't. I can't go back now so I just go forward, one step at a time.'

William 'Bud' Post won \$16.2 million in the Pennsylvania lottery in 1988.

'I wish it never happened. It was totally a nightmare,' says Post.

A former girlfriend successfully sued him for a share of his winnings, a brother was arrested for hiring a hit man to kill him, hoping to inherit a share of the winnings. Other siblings persuaded him to invest in a car showroom and a restaurant, both of which failed through his mismanagement and further strained family relationships.

Post now lives quietly on \$450 a month, having lost virtually all his money.

Ken Proxmire was a machinist when he won \$1 million in the Michigan lottery. He moved to California and went into the car business with his brothers. Within five years, he had filed for bankruptcy.

'He was just a poor boy who got lucky and wanted to take care of everybody,' explains Ken's son Rick.

'It was a hell of a good ride for three or four years, but now he lives more simply working as a machinist,' says his son.

These sad-but-true tales are not uncommon, says Susan Bradley, a certified financial planner. 'There is a widely held belief that money solves problems. But people soon learn that money can cause as many problems as it solves,' she says.

Bradley recommends taking time out from making any financial decisions. 'It's a time to think things through, sort things out and only then to seek an advisory team to help make those important financial choices,' she says.

'You really don't want to buy a new house before taking the time to think about what the consequences are. People don't realise how much it costs to live in a big house – decorators, furniture, taxes, insurance, even utility costs are greater. People need a reality check before they sign the contract.'

Example:

For many lottery winners the dream

- a) *can become reality.*
- b) *is not always a good one.*
- c) *is better than they imagined.*
- d) *can remain just a dream.*

1. *For Evelyn, winning the lottery*
 - a) *has taught her a lot about life.*
 - b) *was the best thing to happen to her.*
 - c) *brought her closer to her family.*
 - d) *is something she regrets.*
2. *William Post's ex-girlfriend*
 - a) *was taken to court by him.*
 - b) *bought the winning lottery ticket.*
 - c) *stole some of his money.*
 - d) *took legal action against him.*
3. *Post lost a lot of his money because*
 - a) *he wasn't a good businessman.*
 - b) *his brothers and sisters tricked him.*
 - c) *he got on badly with his family.*
 - d) *he gave too much of it away.*
4. *According to Ken Proxmire's son, his father was*
 - a) *not used to having money.*
 - b) *lucky throughout his life.*
 - c) *too concerned about others.*
 - d) *rich for about five years.*
5. *Susan Bradley thinks lottery winners should begin by*
 - a) *developing a financial partnership.*
 - b) *starting financial planning.*
 - c) *not asking experts to help them.*
 - d) *thinking instead of spending.*
6. *In summary, the article says that, if you win a lot of money,*
 - a) *don't take anyone else's advice.*
 - b) *don't assume it will make you happy.*
 - c) *put some of it away in a bank.*
 - d) *treat family members with suspicion.*

(Total: 6 marks)

Reading Part 2

Read the text and fill the gaps with sentences A - H. Write the letter of the missing sentence in the box in the correct gap. There are two extra sentences you will not need.

England's disappearing coastline

Explore north-east Norfolk before the tide comes in. It's from the top of Horsey Mill that the problem becomes apparent. 1. The artificially raised dunes along the coast provide little protection for land lower than the waves that rage at its door.

Depending on whom you believe, this 25-square-mile triangle of north-east Norfolk will be reclaimed by the North Sea in 20-50 years' time. 2. Even worse, some experts believe that the sea could come in at any time and flood it.

Up the road is Waxham Great Barn. 3. It is possibly the longest thatched barn in Britain, sitting in the valley surrounded by ancient woodland, home to a colony of Natterer's bats. House martins swoop overhead as I sip. This has to be the most magnificent setting for a teashop anywhere in the land. 4.

In this beautiful spot, peace and quiet reign. But the sea is ever present. 5. Earlier I went for a stroll along a wonderfully deserted sandy beach. The dunes are so precarious, the paths along them have been closed. 6.

- A Here, the green of the fields lies as flat as the blue of the meres: you could iron a shirt on it.
- B I can hear the long, withdrawing roar of waves a quarter of a mile away from my campsite.
- C It was built with the stone of three old monasteries to create something resembling a cathedral.
- D This made me realise just how much damage has already been done.
- E Maintaining the nine miles of defenses after then is apparently unsustainable.
- F Nevertheless, I was unprepared to witness the full extent of the sea's destructive power.
- G If this isn't what the English countryside should be, I don't know what is.
- H What appears at first sight to be a little piece of paradise is consequently a disaster waiting to happen.

(Total: 6 marks)

Reading Part 3

Read the four texts below. There are ten questions about the texts. Decide which text A, B, C or D tells you the answer to the question. The first one is done for you.

A

The fascination with medieval Islamic architecture that pervades paintings such as John Frederick Lewis's *The Bezestein Bazaar of El Khan Khalil, Cairo* (1872) makes for superb portrayals of some of the world's great urban spaces. His watercolours are incredibly fine notations of the stucco-work and the tiles, lattices and niches that make Islamic architecture in many ways the most beautiful ever created. It is hard to discern any underlying imperial disdain. None of these painters is a great artist, and yet the exhibition is full of great art.

B

£10 (£9 Senior Citizen, £8 Student/Job Seeker/Child 12-18 yrs/Disabled concessions)
Free for Tate Members
Book online with Tate or call 020 7887 8888

Tickets for special exhibitions can be bought at Tate Britain or Tate Modern seven days a week from 10.00 to 17.00, with late opening until 21.00 at Tate Modern on Friday and Saturday.

There is no booking fee when you buy tickets in person at the galleries. We do however encourage you to purchase tickets in advance online.

C

I've bought our tickets for the exhibition so that we don't have to queue this evening. I'm good, aren't I?

Anyway, I'll meet you at the Gallery restaurant, near Tate Britain, at 6.30 pm. That way we can have dinner before we catch the late showing which is open until 9pm tonight. The restaurant is meant to be really good! I think an hour and a half should give us enough time to see the art work, don't you? See you later.

D

Thank you for your query about future exhibitions on analogous themes to the 'Orient' one. I'm afraid that there are none planned at present. However, I added you to our mailing list, so you will be informed of all forthcoming events.

We greatly welcome feedback from visitors, and wondered if you wish to contribute to our monthly newsletter. You might be interested to know that there are special concessions for 'Friends of the Tate' who assist us in this way.

Which text

1. provides information about opening times?
2. invites the public's opinions?
3. refers to more than one gallery?
4. describes the subject matter of the works?
5. indicates where you can see the exhibition?

B

Which text gives you the answers to the following questions?

6. what is the best way to ensure entry to the exhibition?
7. what's the best way to learn about future exhibitions?
8. which materials were used in the paintings?
9. How long does it take to see the exhibition?
10. How can you show your support for the gallery?

(Total: 9 marks)

Reading Part 4

Read the text and answer the questions. Write a maximum of five words for each answer. An example is done for you.

How much faster can humans run?

When Usain Bolt, a 21-year-old Jamaican, smashed the world 100-metres record in the Beijing Olympic Final in 2008, it was the 18th time the record had been legally broken since an American called Don Lippincott ran 10.6 seconds in 1912, and the 8th new 100 metres record set since 1991. The 10-second barrier was broken in 1968, the 9.90 barrier in 1991, and the 9.80 barrier in 1999. Now, with the record standing at 9.69, the 9.70 barrier has also been broken.

The best sprinters are running, albeit briefly, at about 26-27 mph. The title of 'fastest man in the world' is traditionally held by the 100-metre world record holder, but one scientific form of reckoning bestows that title on the former 200-metre runner Michael Johnson, whose performance in setting the world record of 19.32 sec at the 1996 Olympics produced an average speed of 23.15mph (compared with Bolt's 23.02mph in his record-breaking run). In terms of peak speed, Canada's Donovan Bailey is credited with the record, hitting 27.07 mph in winning the 100m title at the 1996 Olympics in a then world record of 9.84 sec.

The days when 100-metre runners used to knock a tenth of a second off the world record – as Jesse Owens did in running 10.2 sec in 1936 – are long gone. The record has been creeping down in hundredths of second since Jim Hines became the first man to break 10 seconds in 1968, winning the Olympic title in 9.95 sec.

Ben Johnson was infamously stripped of his 1988 Olympic 100-metre title – and world record of 9.79 sec – for taking banned steroids, leaving Carl Lewis to take the gold. It took another 11 years for another man to equal Johnson's Olympic time – Maurice Greene, who retired in 2007 after winning world and Olympic titles, but recently had to deny accusations that he had used drugs. Meanwhile, Bolt responded to the obvious question that followed his world record by saying that he had never taken any performance-enhancing drugs.

Improvements in track surfaces and running shoes have certainly helped athletes go faster in the last 20 years, as have advances in training methods and nutrition. Nevertheless, it is generally agreed that 30mph is the likely limit for humans as things stand. What might yet push human beings beyond that limit, however, is gene therapy. As recent experiments with mice have demonstrated, this rapidly growing technology can produce profound improvements in strength, speed and endurance. It's scary stuff.

Had Jesse Owens been able to take advantage of the advances in physiology, nutrition, training, footwear and track surfaces, you fancy he would have been up there with the best in today's sprinting scene.

Example:

How many times has the 100m record been broken since 1912?

18 / eighteen

1. What unofficial 'title' does Michael Johnson hold?
.....
2. Who reached the highest speed in a race?

3. By what fraction of a second did Jessie Owens break the world record?

4. Who is the 1988 Olympics 100-metre title holder?

5. When was Ben Johnson's discredited 'record' matched?
.....
6. What do some people suspect about Maurice Greene?
.....
7. Name two things that have helped improve times legally.
.....
8. What do experts believe gene therapy might affect?

9. How would Jessie Owens perform alongside today's top athletes?

(Total: 9 marks)
(Total marks for Reading: 30)

Writing Part 1

Write an email of application for the following job:

- say why you are interested in the job
- say what skills you have
- ask whether they provide accommodation
- ask about pay.

Write between 100 and 150 words.

SUNNY BAY HOLIDAY CAMP

Capable, enthusiastic and organised activity leaders needed for July and August

Are you energetic with a good sense of humour?

Do you enjoy arts and crafts?

Come and spend the summer with us

Help to organise activities for children such as:

sports tournaments, art competitions and musical performances

Apply to Mr Green (Manager): jgreen@sunnybay.com

Mark Scheme

LISTENING

Part 1

Question	1.	2.	3.	4.	5.	6.	7.	8.
Answer	a	c	b	d	b	a	c	d

Total: 8 marks

Part 2

Question	1.1	1.2	2.1	2.2	3.1	3.2
Answer	b	c	d	b	a	b

Total: 6 marks

Part 3

Question	Answer	Marks
1. Leave Castle at	12.30/twelve thirty	1
2. Costs for children: Castle Gardens	£2/2 pounds/two pounds £1/1 pound/one pound	1 1
3. Restrictions inside castle	no cameras/no photos/no photographs	1
4. Exeter: shopping, walks and	sightseeing	1
5. Start time of walks	on the hour	1
6. Transport to restaurant by	boat/riverboat/river	1
7. Recommended clothing	Jacket or coat/coat or jacket	1

Total: 8 marks

Part 4

Question	1.	2.	3.	4.	5.	6.	7.	8.
Answer	c	d	c	a	b	c	a	d

Total: 8 marks

READING**Part 1**

Question	1.	2.	3.	4.	5.	6.
Answer	a	d	a	c	d	b

Total: 6 marks

Part 2

Question	1.	2.	3.	4.	5.	6.
Answer	A	E	C	G	B	D

Total: 6 marks

Part 3

Question	1.	2.	3.	4.	5.	6.	7	8	9	10
Answer	B	D	B	A	C	B	D	A	C	D

Total: 9 marks

Part 4

Question	Answer
1.	world's fastest man/fastest man in the world
2.	Donovan Bayley
3.	(by) one tenth/one tenth (second)
4.	Carl Lewis
5.	1999
6.	he took/used drugs
7.	track (surfaces), shoes, training (methods), nutrition – any two for mark
8.	strength, speed, endurance – all three for mark
9.	equally (well)

Please note: Do not award mark if more than 5 words are used.

Total: 9 marks

CHAPTER 5

City & Guilds International Spoken ESOL Sample Paper

CHECK THAT THE TAPE RECORDER IS ON AND WORKING

Test time: 10 Minutes

I = Interlocutor C = Candidate

PART 1 (2 minutes)

I: City & Guilds International Spoken ESOL Test, Communicator Level. (Give today's date.) **(NB This introduction only needs to be recorded before the first candidate's test begins, not for subsequent candidates.)**

(Give candidates name.) Test begins.

Hello. My name's (give full name). Can you spell your family name for me please?

C: (Spells family name.)

I: Thank you. And where are you from?

C: (Responds.)

I: Thank you. Now, in the first part of the test I'm going to ask you some questions about yourself. All right? (Choose **up to five** questions, one from each of the topic areas, as time allows. Name the topic; eg "Now, Home Life".)

Topics

Home Life

- Can you tell me something about your home?
- What kinds of things do you do with your family?
- Can you tell me something about family meals?
- Which member of your family are you most like? In what way?

Work

- How do you/will you use English in your job?
- What do you think would be the perfect job? Why?
- Is there a job you wouldn't like to do? Why not?
- Is the salary the most important thing for you? Why/why not?

Music

- Which sort of music do you enjoy listening to?
- What do you think about background music in shops and other public places?
- Which musical instrument would you most like to play? Why?
- Which music do you dislike most? Why?

(continued)

The Environment

- Can you tell me something about the natural features in the area where you live?
- What kinds of things do you recycle?
- How can we improve the problem of litter?
- Can you tell me about an outdoor area where you like to spend time?

Sport

- How important is sport in your life?
- Do you think sports people are paid too much? Why/Why not?
- How much sport do/did you play at school?
- Which new sport would you like to learn? Why?

C: *(Responds.)*

I: Thank you.

Part 2 (2 minutes)

I: Now, Part Two. I'm going to read some situations. I want you to start or respond as necessary. First situation (*choose one situation from A*).

A

- I'm your friend. I start.
"Hi! What're you doing this weekend?"
- I'm your English teacher. I start.
"Tell me what you find most difficult about learning English."
- I'm your neighbour. I start.
"I've run out of coffee. Could you lend me some, please."
- I'm a stranger in your town. I start.
"Excuse me, where's the best place to eat around here?"

C: (*Responds.*)

I: (*Role-play the situation with candidate – approximately two turns each.*)

I: Second situation (*choose one situation from B*).

B

- You're in a hotel. I'm the manager. There's a problem with your room. You start.
- I'm your teacher. You want to leave class early. You start.
- You're in a bank. You want to change some money into British pounds. You start.
- You've lost your bag. You're at the police station. Describe your bag and its contents. You start.

C: (*Initiates.*)

I: (*Role-play the situation with candidate – approximately two turns each.*)

I: (*Role play a third situation from A or B if time allows.*)

I: Thank you.

Part 3 (3 minutes)

I: Now, Part Three. In this part of the test we're going to discuss something together. All right? *(Hand over candidate's task sheet.)*

We're planning a camping holiday for our English class. Here's some information about a camp-site. I have some further information about a different camp-site. Let's ask and answer questions to decide where to go.

Take twenty seconds to think about what you want to say. *(20 seconds.)* Why don't you start?

Interlocutor's Task Sheet

	Beach Camp-Site	
Activities	Facilities	Cost
Swimming Sailing	*** Restaurant Tennis Court	£50 per person per week
		

I: Thank you. *(Retrieve candidate's task sheet.)*

Grange Farm Camp-Site		
Activities	Facilities	Cost
Fishing Horse riding	Fast food cafe Swimming pool	£50 per person per week



Part 4 (3 minutes)

I: In Part Four of the test you are going to talk on your own for about one and a half minutes. Your topic is *(choose topic for candidate)*.

Topics

- A **What you would change about TV programming in your country.**
- B **An Important day in your life.**
- C **The best place for tourists to visit in your area.**

I: First, think about it for thirty seconds and make some notes if you want. *(Hand over piece of paper and pen/pencil.)* So your topic is *(repeat topic)*. All right? *(With draw eye contact for thirty seconds. Leave tape running.)*

I: Ready? Please start.

C: *(Talks for about one and a half minutes.)*

I: *(Ask follow-up questions if time allows.)*

Follow-up questions

What you would change about TV programming in your country.

- Should TV be educational or entertaining?
- How much TV do you watch?
- Does TV influence young children?
- Do you prefer to watch films on TV or at the cinema? *Why?*

An Important day in your life.

- How do you make sure you remember special occasions?
- *Why* do some people keep diaries?
- What kinds of things do you remember from your childhood?
- What special days are you looking forward to?

The best places for tourists to visit in your area.

- What makes a place good for tourism?
- Which places would you like to travel to?
- Which is the best place you've ever visited? *Why?*
- What effect do tourists have on the places they visit?

C: *(Responds.)*

I: Thank you. That's the end of the test. *(Give candidate's name.)* End of test.

Candidate's Task Sheet for Part Three

Grange Farm Camp-Site		
Activities	Facilities	Cost
Fishing Horse riding	Fast food cafe Swimming pool	£50 per person per week



