

Interlocutor's instructions

CHECK THAT THE RECORDER IS ON AND WORKING

Test time: 13 minutes

I = Interlocutor C = Candidate

PART 1 (3 minutes)

I: City & Guilds International Spoken ESOL Exam, Communicator level, *(give today's date)*.

(Give candidate's name.) Exam begins.

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

C: *(Spells family name.)*

I: Thank you. Which country are you from?

C: *(Responds.)*

I: Thank you. Now, Part One. I'm going to ask you some questions about yourself and your ideas.
*(Choose **up to five** questions, one from each of the different topic areas, as time allows. Name the topic; eg 'Now, **Telephone.**)*

Topics

Telephone

- How important is your mobile phone to you?
- Do you change your mobile phone often? Why/Why not?
- How can mobile phones be annoying to other people?
- What age do you think children should be given a mobile phone? Why?

Flora and fauna

- Can you tell me about any wild animals in your country?
- How important are green spaces, like parks, to you?
- What are the advantages of zoos?
- Is gardening something that interests many young people? Why/Why not?

Music

- What kind of music do you mostly listen to?
- What's your experience of listening to live music?
- Which musical instrument would you like to play well? Why?
- What do you think about listening to music through headphones?

(continued)

Food and drink

- Are you someone who is open to trying new kinds of food? Why/Why not?
- How do you account for the global popularity of fast food?
- Has your diet changed much since you were a child?
- How important do you think it is for families to eat together?

Correspondence

- Why do you think text messaging has become so popular?
- Is it ever better to send a letter rather than an email?
- How good are you at keeping in contact with people?
- Would you prefer an e-card or a paper card for special occasions? Why?

C: *(Responds.)*

I: *(Interlocutor makes **brief** responses and/or comments.)*

I: Thank you.

PART 2 (3 minutes)

I: Now, Part Two. We are going to role-play some situations. I want you to start or respond. First situation (*choose one situation from A*).

A

- We're friends. I start.
You know I promised to help paint your flat this weekend? Well, something else has come up.
- We're colleagues. I start.
Oh no! My computer's crashed.
- We're classmates. I start.
I'd like to read some English books. Any ideas?
- I'm a stranger in your town. I start.
Sorry to bother you, but I'm completely lost.

C: (*Responds.*)

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

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

B

- We're strangers on a train. You knock over my coffee. You start.
- We're friends. I've just got back from a visit to the UK. You start.
- I'm your English teacher. You're worried about your lack of progress. You start.
- We're colleagues. You've decided to leave your job. You start.

C: (*Initiates.*)

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

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

I: Thank you.

PART 3 (4 minutes)

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

We're both students in an English class. Our teacher has asked us to do a project on something connected to life in the UK. We need to discuss a topic for the project and how to plan it. Let's talk about the project and make some decisions. Take twenty seconds to think about what you want to say. *(20 seconds.)* Why don't you start?

Interlocutor's Task Sheet

English Project	
Topic:	English football/English customs?
Presentation:	Book with photos?
Group Number:	Whole class?
Project leader:	Class chooses?
Resources:	Magazines?
Time:	Two weeks?

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

Candidate's Task Sheet for Part Three (Interlocutor's copy)

English Project	
Topic:	Tourist attractions/Teenage lifestyle?
Presentation:	DVD?
Group Number:	2/3?
Project leader:	Small group = no leader?
Resources:	Internet?
Time:	A month?

PART 4 (4 minutes including follow-up questions)

I: In Part Four you are going to talk about something for two minutes. Your topic is (*choose topic for candidate*).

Topics

A A time when I got lost

B The radio – past, present and future

C Spelling doesn't matter, so long as you communicate

I: You now have thirty seconds to write some notes to help you. (*Hand over piece of paper and pen/pencil.*) So your topic is (*repeat topic*). (*Withdraw eye contact for thirty seconds. Leave recorder running.*)

I: (*Candidate's name*), please start.

C: (*Talks.*)

I: (*When candidate has talked for a maximum of two minutes, say, 'Thank you', and then ask some follow-up questions.*)

Follow-up questions

A time when I got lost

- How good are you with maps?
- Which is worse – getting lost in the city or the countryside?
- What kind of technology can help you when you're lost?
- How easy do you find giving and understanding directions?

The radio – past, present and future

- Why was radio so popular in the past?
- When do you tend to listen to the radio?
- Can some programmes be better on radio than TV? Why/Why not?
- How can listening to the radio be helpful on car journeys?

Spelling doesn't matter, so long as you communicate

- Is English spelling a problem for you? Why/Why not?
- English spelling should be made simple. What do you think?
- How difficult is the spelling of your own language?
- What advice would you give to someone trying to learn English spelling?

I: Thank you, (*give candidate's name.*) That is the end of the exam.

Candidate's Task Sheet for Part Three (Candidate's copy)

English Project	
Topic:	Tourist attractions/Teenage lifestyle?
Presentation:	DVD?
Group Number:	2/3?
Project leader:	Small group = no leader?
Resources:	Internet?
Time:	A month?