

Interlocutor's instructions

CHECK THAT THE RECORDER IS ON AND WORKING

Test time: 15 minutes

I = Interlocutor C = Candidate

PART 1 (3 minutes)

I: City & Guilds International Spoken ESOL Exam, Expert 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, **Physical appearance**'.)

Topics

Physical appearance

- Who do you take after in your family? In what way?
- What physical characteristics do you find especially attractive? Why?
- Some people believe that beautiful people have easier lives. What's your view?
- Do you think cosmetic surgery is a good way of enhancing appearance? Why/Why not?

Money management

- Would you call yourself a big spender or a super saver? Why?
- Can you tell me about the last time you wasted money on something?
- What are the advantages and disadvantages of giving spending money to children?
- What do you think are the best techniques for managing money?

Foreign language ability

- What memories do you have of your first foreign language lesson?
- Why are some people better language learners than others?
- How do you think future technology will influence foreign language learning?
- Some people say that learning a foreign language is easier when you're a child. What's your opinion?

(continued)

Literature

- What, for you, makes a good, engaging piece of writing?
- How can young people nowadays be encouraged to read more?
- Some people claim that poetry is the most creative type of literature. What's your view?
- Do you agree that one's ability to appreciate literature changes with age?

Clothes, fashion

- Do you consider yourself fashion conscious or fashion victim? Why?
- How do you think fashion trends and styles can affect people's lives adversely?
- Some people believe fashion can be a form of art. What's your opinion?
- How far do you agree with the saying 'clothes make the man'?

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

- I'm your boss. I start.
I'm afraid the quality of your work recently hasn't been up to scratch.
- We're friends. I start.
Thanks a million! I'm sure I would have failed this exam if it wasn't for you.
- We're classmates. I start.
If I were you, I would re-write the first paragraph.
- We're neighbours. I start.
Would you keep an eye on the apartment while we're away?

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 colleagues. You're not sure if I've remembered a deadline. You start.
- We're friends. I've just been made redundant at work. You start.
- I'm a policeman. You've parked illegally. You start.
- We're friends. You're in two minds about taking a job abroad. You start.

C: (*Initiates.*)

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

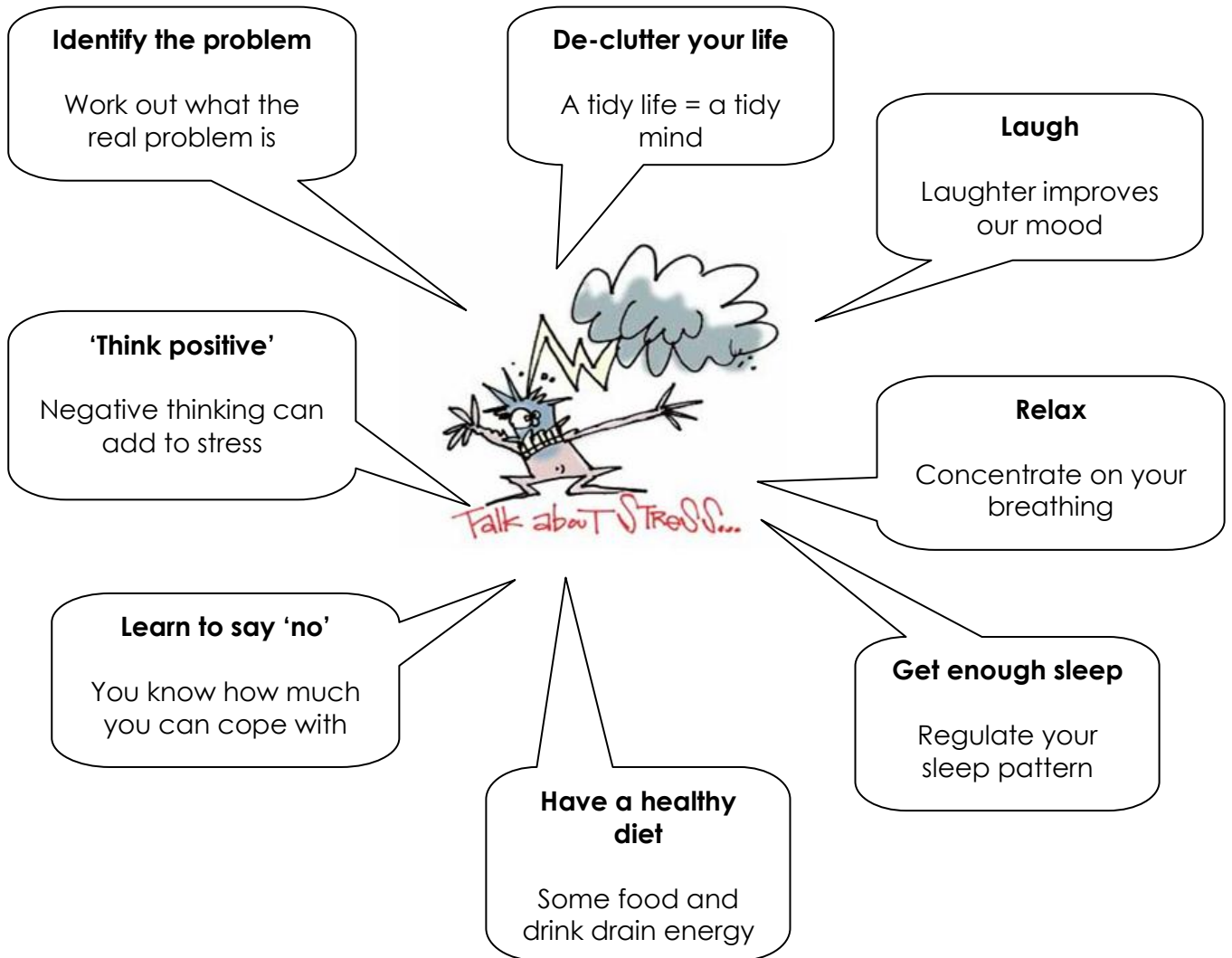
I: (*Role-play a third situation from A or B if time allows.*)

I: Thank you.

PART 3 (4 minutes)

I: Now, Part Three. We're going to discuss something together. We've been asked to rank a list of suggestions for overcoming stress. Let's discuss these ideas and try to agree on their order of helpfulness. *(Hand over candidate's task sheet.)*

Take twenty seconds to think about what you want to say. *(20 seconds.)* Please start.

Interlocutor's Task Sheet

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

PART 4 (5 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 The secondary education system in your country**
- B A news story that has interested you**
- C The importance of preserving wildlife habitats**

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**The secondary education system in your country**

- What's the best age to start school? Why?
- Some people believe examinations have a detrimental effect on education. What's your view?
- How do you think school in the 22nd century will be different from school today?
- Early education should focus on practical skills rather than academic subjects. Do you agree?

A news story that has interested you

- How important is it for people to know what's happening around the world?
- To what extent do the media control the news?
- How has the Internet affected news reporting?
- How far do you agree with the saying 'no news is good news'?

The importance of preserving wildlife habitats

- Is it more important to preserve homes for wildlife or provide homes for people? Why?
- How has the wildlife population of your local area changed over the years?
- How would you provide more wildlife habitats in your local area?
- What are the benefits for humans of having abundant wildlife?

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

This page is intentionally blank

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

