

Interlocutor's instructions

CHECK THAT THE RECORDER IS ON AND WORKING

Test time: 17 minutes

I = Interlocutor C = Candidate

PART 1 (4 minutes)

I: City & Guilds International Spoken ESOL Exam, Mastery 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, **Money management**'.)

Topics

Money management

- How important do you think money is for a happy and fulfilling life?
- Children need to be taught the value of money at a very early age. Do you agree?
- Should credit card companies be blamed for our irresponsible spending habits?
- How far do you agree with the saying 'money is the root of all evil'?

Manners

- How would you define good manners and etiquette?
- Do you agree that the best way to learn good manners is from those who don't have them?
- What's the role of manners in communicating respect for others?
- Are bad manners a sign of rudeness or arrogance or simply ignorance?

Clothes, fashion

- Do you see yourself as a fashion victim? Why/Why not?
- People make assumptions about you based on what you wear. What's your view?
- Do you think people nowadays are unhealthily obsessed with fashion and style?
- What are the economic and cultural implications of the fashion industry?

(continued)

Popular culture

- What does the term 'popular culture' mean to you?
- How can popular culture impact on our perceptions of life?
- Popular culture presents a more accurate picture of current times than art. What's your opinion?
- Popular culture can be a vehicle for political messages. Is this an advantage or disadvantage?

Society

- Should citizenship be a compulsory subject at school? Why/Why not?
- How important is it to have laws which clearly define human rights?
- Everyone has a moral duty to help less fortunate members of society. Do you agree?
- Are individual rights more important than the common good?

C: *(Responds.)*

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

I: Thank you.

PART 2 (4 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 office manager. You gave a presentation yesterday. I start.
So, why did it go so wrong yesterday?
- I'm your teacher. I start.
I'm afraid you need to pull your socks up before the exam.
- We're neighbours. I start.
*I hope **you** had a great party yesterday. I couldn't sleep a wink!*
- We're friends. I start.
My sister and I don't seem to see eye to eye any more.

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 friends. You've heard I have failed my driving test for the fifth time. You start.
- I'm your boss and I'm chairing a meeting. You need to tell me something important. You start.
- I'm your classmate. You think I've been cheating in an exam. You start.
- I'm a travel agent. Your holiday was a disaster. You start.

C: (*Initiates.*)

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

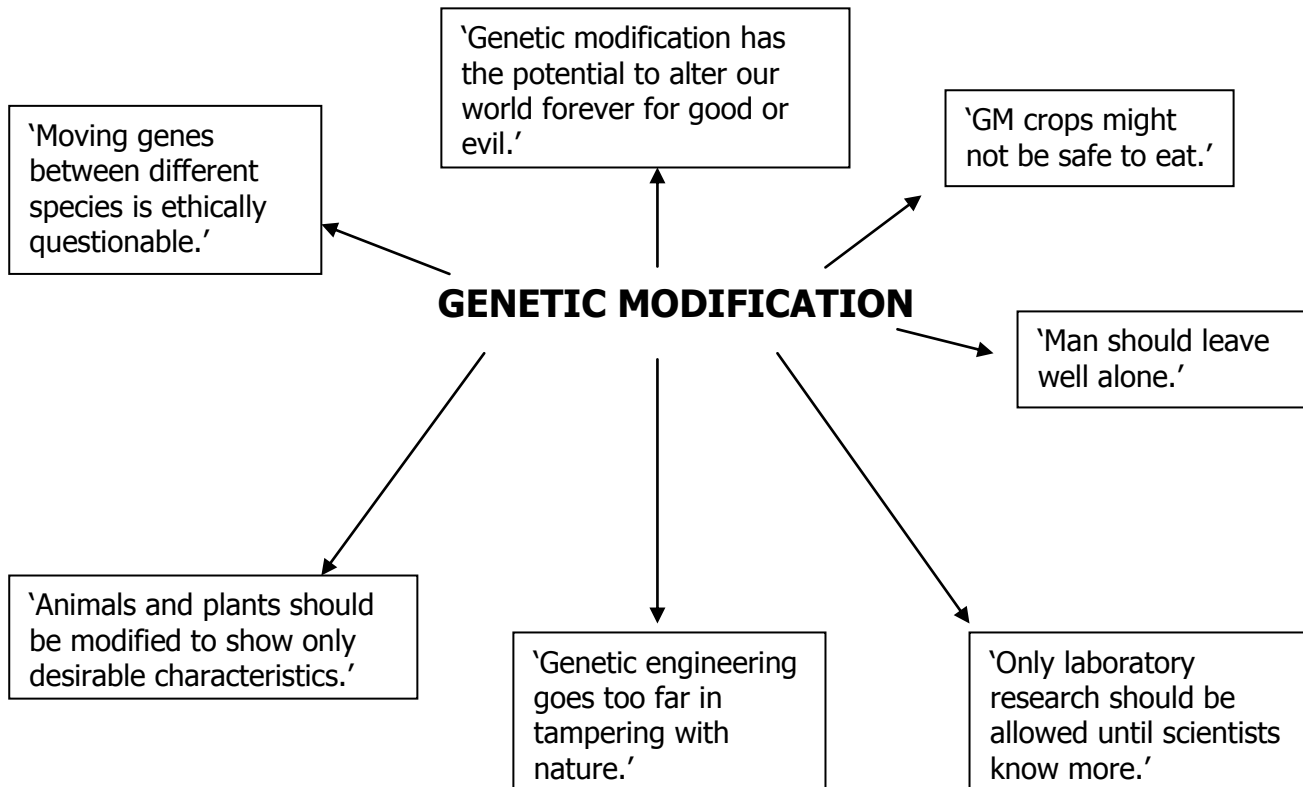
I: (*Role-play a third situation from A or B if time allows.*)

I: Thank you.

PART 3 (4 minutes)

I: Now, Part Three. We're going to discuss something together. A recent research project has been conducted to investigate people's attitudes to genetic modification. Here are some ideas. Let's discuss them and decide which we most and which we least agree with. *(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 three minutes. Your topic is (*choose topic for candidate*).

Topics

- A Is freedom of movement both within and between countries a basic human right?**
- B Funny and embarrassing blunders which can occur when using a foreign language**
- C Each country has the government it deserves**

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 three minutes, say, 'Thank you', and then ask some follow-up questions.*)

Follow-up questions**Is freedom of movement both within and between countries a basic human right?**

- Would you ever consider emigrating to another country? Why/Why not?
- Does it take a special character type to handle emigration well?
- To what extent do you agree that immigration laws should be more restrictive?
- What aspects of people's lives does migration affect?

Funny and embarrassing blunders which can occur when using a foreign language

- What's the best way to get out of an embarrassing situation?
- Which particular aspects of learning English have you found most problematic?
- How far do you agree that errors are a natural part of language learning?
- Why do you think some people are more linguistically talented than others?

Each country has the government it deserves

- How does the government affect your own life?
- At what age should people be given the right to vote and why?
- To what extent do you agree that governments should interfere less in the lives of citizens?
- What means can be employed to encourage people to take a more active part in public life?

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

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

