

Interlocutor's instructions

**CHECK THAT THE TAPE RECORDER IS ON AND WORKING**

**Test time: 15 minutes**

*I = Interlocutor      C = Candidate*

**PART 1 (3 minutes)**

I: City & Guilds International Spoken ESOL Test, Mastery 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 candidate's 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. 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 and your ideas. All right? *(Choose **up to five** questions, one from each of the topic areas, as time allows. Name the topic; eg 'Free time entertainment'.)*

**Topics**

**Free time entertainment**

- Do you think TV plays too big a part in your life or not?
- What do you think about the general standard of television broadcasting in your country?
- What are the benefits of interactive TV?
- Do you watch television to relax or to educate yourself?

**Daily life**

- What kinds of things make you stressed?
- Do you think life is more stressful now than in previous years? Why/Why not?
- Which strategies do you use to control your stress level?
- In what circumstances is an element of stress good for performance?

*(continued)*

**Environment**

- How can we persuade people to recycle?
- To what extent has climate change affected your country?
- Are you worried about your own carbon footprint?
- What's being done in your country to protect endangered species?

**World issues**

- How can governments learn to communicate better with each other?
- What do you understand by the term 'culture' of a country or nation?
- What cultural aspects typify your country?
- To what extent can sport foster good relations between countries?

**Education**

- How important are international qualifications for you?
- What's your opinion on compulsory school uniforms?
- Should students be allowed to choose the subjects they study?
- Does a small or large school prepare students better for their life?

C: *(Responds.)*

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

I: Thank you.

**PART 2 (3 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 an official at the bus station lost property office. You are visiting to report the loss of your watch. I start.  
*So, how can I help you?*
- We're strangers in a restaurant. You're sitting at a table. I start.  
*Excuse me, but I think that's my table.*
- I'm your friend. We are waiting for another friend to join us. I start.  
*I can't understand this. He's never late. What do you think has happened?*
- We're colleagues. You're leaving the company today. I start.  
*So, what are your plans now?*

C: (*Responds.*)

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

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

**B**

- I'm your line manager. You want to leave work early. You start.
- We're friends. Someone in my family is moving to Australia. You start.
- I'm a recruitment officer for a tour guide company in this town. You want a job.  
You start.
- We're colleagues. I'm nervous about giving a presentation to important clients.  
You start.

C: (*Initiates.*)

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

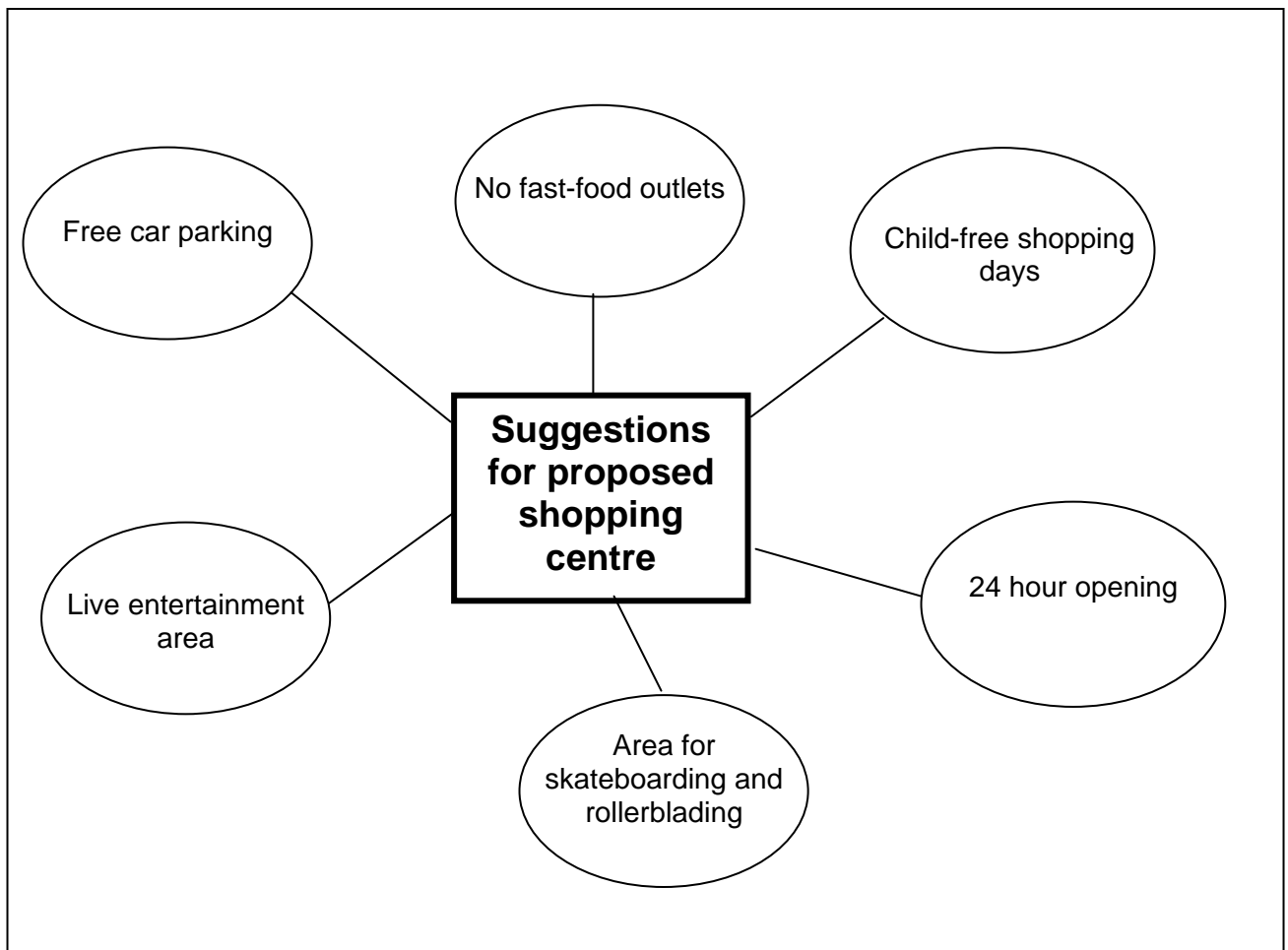
I: (*Role-play a third situation from A or B if time allows.*)

I: Thank you.

**PART 3 (4 minutes)**

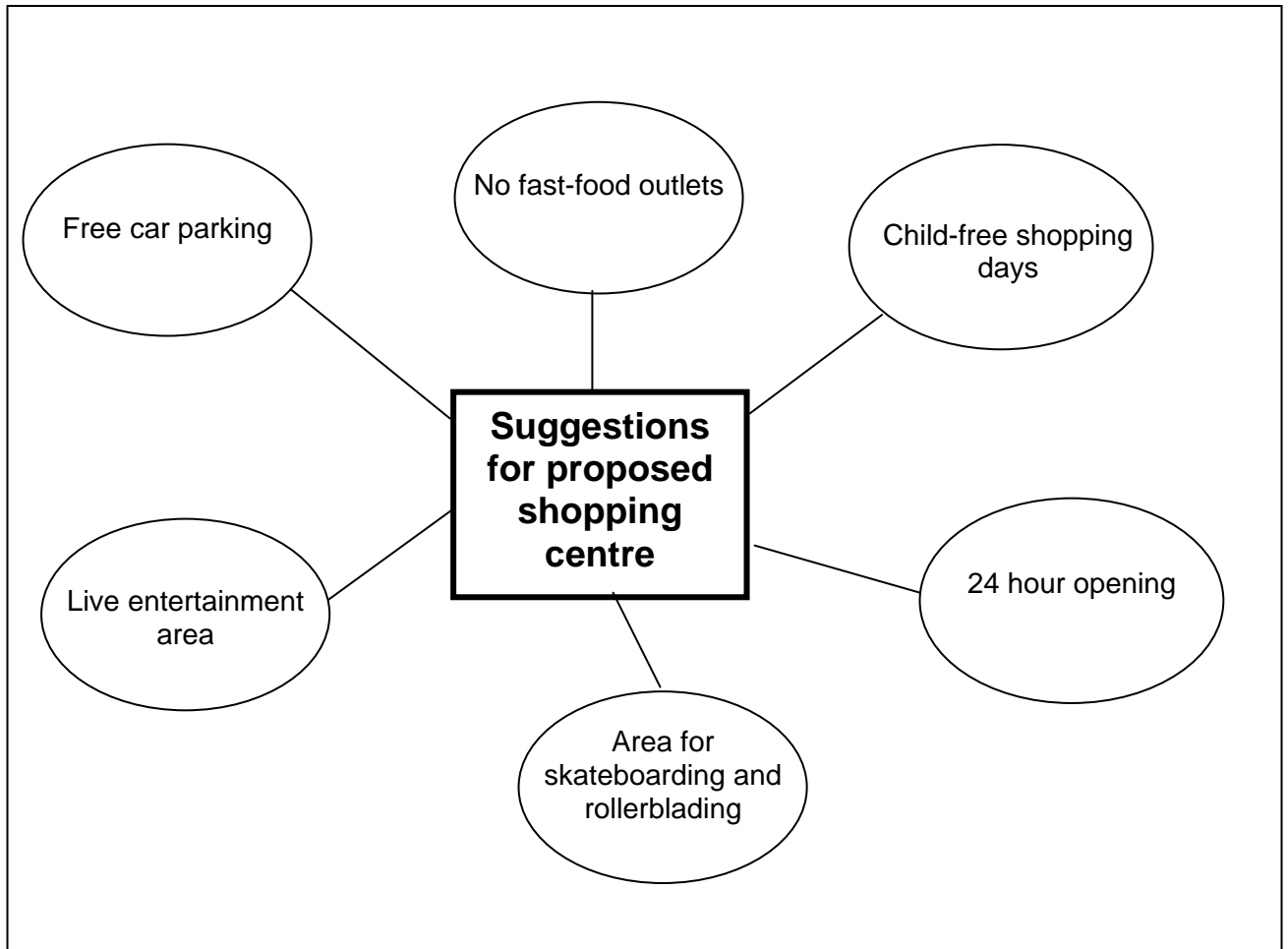
Now, Part Three. In this part of the test we're going to discuss something **together** (*slight pause*). I'm going to give you a task sheet with some information on it and you will have twenty seconds to think about what to say. All right? (*Slight pause to check that the candidate is following.*)

A new shopping centre is being planned for our city. The public has been asked to suggest some ideas for it. Let's discuss the suggestions and decide which two should be discarded. (*Hand over candidate's task sheet.*) Take twenty seconds to think about what you want to say. (*20 seconds.*) Why don't you start?

**Interlocutor's Task Sheet**

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

**Candidate's Task Sheet (Interlocutor's copy)**



**PART 4 (5 minutes)**

I: In Part Four you are going to talk on your own for about three minutes. Your topic is *(choose topic for candidate)*.

**Topics**

- A Are advances in modern technology a good thing or a bad thing?**
- B What is your ideal working environment?**
- C The benefits of working hard.**

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? *(Withdraw eye contact for thirty seconds. Leave tape/CD running.)*

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

C: *(Talks for about three minutes.)*

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

**Follow-up questions****Are advances in modern technology a good thing or a bad thing?**

- To what extent is life getting too easy for us as a result of technological advances?
- How do you see future developments in technology changing our lives?
- To what extent are you concerned about the power of the Internet?
- What are some of the things we can do now but couldn't do a number of years ago as a result of technology?

**What is your idea of an ideal working environment?**

- How important are the people you work with in a working environment?
- What qualities should the boss have to ensure a good working environment?
- How about your physical working conditions?
- How important is it to get satisfaction from the work you do?

**The benefits of working hard.**

- Describe a period of time when you were very busy.
- What did you have to do? How long did you have to do it?
- What was the result of your hard work?
- What lessons did you learn about how to approach a heavy work load in the future?

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

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

