

Interlocutor's instructions

CHECK THAT THE RECORDER IS ON AND WORKING

Test time: 12 minutes

I = Interlocutor C = Candidate

PART 1 (2 minutes)

I: City & Guilds International Spoken ESOL Test, Expert 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 different topic areas, as time allows. Name the topic; eg 'Now, Names'.)

Topics

Names

- Why do some people dislike being called by their first names?
- How do people choose names for their children in your country?
- How common is it to have nicknames in your country?
- Why do some authors write under different names?

Money management

- How good are you at managing your money?
- What's your attitude towards credit cards?
- What happens if people are no good at managing money?
- How true is the expression 'money talks'?

Teaching and learning

- What qualities make an exceptional teacher?
- How highly are teachers valued in your country?
- Should teachers concentrate primarily on preparing students for work?
- How can teachers deal with students who don't want to learn?

(continued)

Behaviour

- What do you understand by the word 'polite'?
- Do you consider people in your country to be polite? Why/Why not?
- How important it is to study the manners and behaviour expected in a country before you go there?
- Can you always be truthful and polite at the same time?

Press

- How popular are newspapers in your country?
- How much news do you get from newspapers compared to other sources?
- How do you think online news could threaten the future of newspapers?
- Why are some popular newspapers obsessed with celebrities?

C: *(Responds.)*

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

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

- We're friends. I start.
Are you OK? You don't seem your normal smiley self today.
- We're colleagues. I start.
I didn't realise you were applying for the same position as I am.
- We're neighbours. I start.
You've met the new people in flat 30. What are they like?
- I'm a friend of a friend from overseas. I phone you. I start.
Hi. I'm coming to work in your area for a while. Any advice?

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 the manager of the hotel you're staying in. You're dissatisfied with your room but not the service. You start.
- We're friends. You've just had some unexpected good news. You start.
- I'm an overseas visitor to your company. Welcome me and explain the day's programme. You start.
- We're at a party. I look familiar to you. You start.

C: (*Initiates.*)

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

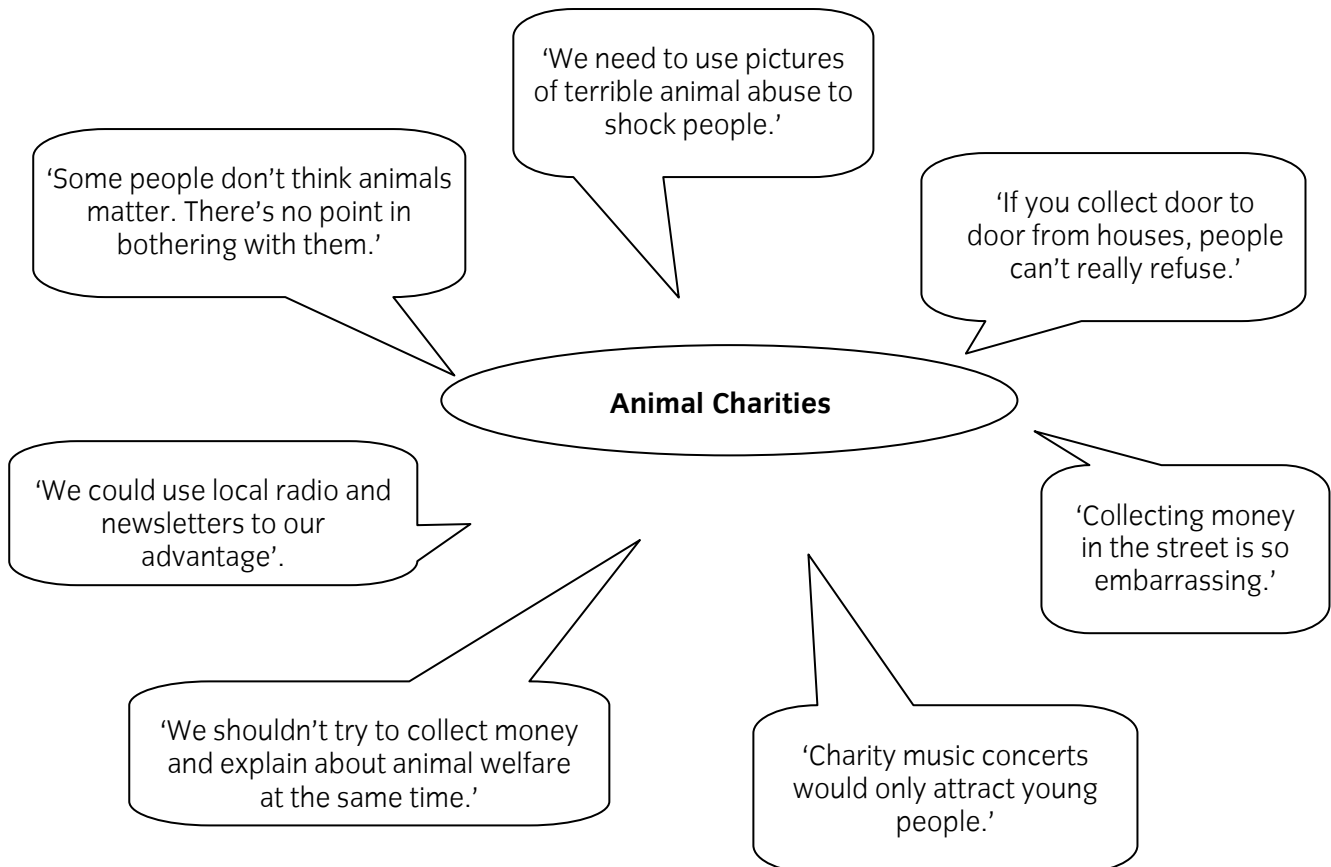
I: (*Role-play a third situation from A or B if time allows.*)

I: Thank you.

PART 3 (4 minutes)

I: Now, Part Three. In this part of the test we're going to discuss something together. All right?

We're members of an organisation to raise money and public awareness for an animal charity. Here are some statements made by other members. *(Hand over candidate's task sheet.)* Let's discuss the statements and decide which we agree and disagree with. *(20 seconds.)* Why don't you start?

Interlocutor's Task Sheet

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

PART 4 (4 minutes including follow-up questions)

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

Topics

- A How modern architecture can affect people's lives.**
- B A book or film which has had a strong influence on you.**
- C The challenges of law enforcement in today's society.**

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 two minutes.*)

I: (*Choose follow-up questions.*)

Follow-up questions**How modern architecture can affect people's lives.**

- What's your opinion about demolishing old buildings to make way for new ones?
- Can old and modern buildings look good next to each other? Why/Why not?
- What are the benefits and drawbacks of living in a modern building?
- Do you see architects as artists or engineers? Why?

A book or film which has had a strong influence on you.

- How and why should films be censored?
- What's the most important aspect of a book/film to you?
- Which do you prefer in foreign films, dubbing or subtitles? Why?
- What makes a book or a film a classic?

The challenges of law enforcement in today's society.

- What are the qualities needed to make a good police officer?
- How do police on TV and in real life differ?
- What can be done to reduce international crime?
- What new crimes have emerged in recent years?

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

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

