

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 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 different topic areas, as time allows. Name the topic; eg 'Now, Language'.)

**Topics**

**Language**

- How would you define mastery of a foreign language?
- In your experience, which aspects of learning English have proved most challenging?
- In addition to total fluency, which other skills do translators and interpreters need?
- The advantages of simplifying a language are clear. What drawbacks might there be?

**Physical appearance**

- How far do you agree with the saying 'you can't judge a book by its cover'?
- What's your opinion of cosmetic surgery to enhance appearance?
- How much is physical appearance connected to self-esteem?
- Are your first impressions of people generally right?

**Behaviour**

- To what extent do you think our behaviour is learned as a child?
- How do you account for people having phobias?
- What means can be employed to combat anti-social behaviour?
- People sometimes lose their individuality when they are in groups. Why do you think this happens?

(continued)

**The press**

- What's the role of newspapers nowadays when most people get their news elsewhere?
- How important is it to have strict privacy laws governing the press?
- Do you believe bias can ever be eradicated from the press? Why/Why not?
- Which newspaper do you trust most to tell you the truth? Why?

**Food and drink**

- What do you understand by the expression 'you are what you eat'?
- What are the implications of increasing obesity in the western world?
- How aware are you of the relationship between health and diet?
- Do you think the information provided on food packaging is detailed enough? Why/Why not?

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 your office line manager. You've emailed me a proposal about work times. I start.  
*Now, what's all this about having more flexible working hours?*
- We're friends. You want me to join your running club. I start.  
*But jogging's terrible for your legs and back, isn't it?*
- I'm a friend of your parents. I start.  
*Your father says you don't want to stay with me when you're in England.*
- I'm a tour guide. I start.  
*You didn't seem very happy with the tour of the castle today.*

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 class-mates. I told you a secret about a mutual friend and it wasn't true. You start.
- I plan the timetable for the evening courses at your local college. You feel that the schedule isn't appropriate for local people. You start.
- I'm a foreign visitor to your company. You need to point out that business practices are different in this country. You start.
- We're friends. You've heard I've passed my driving test after 15 attempts. You start.

C: (*Initiates.*)

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

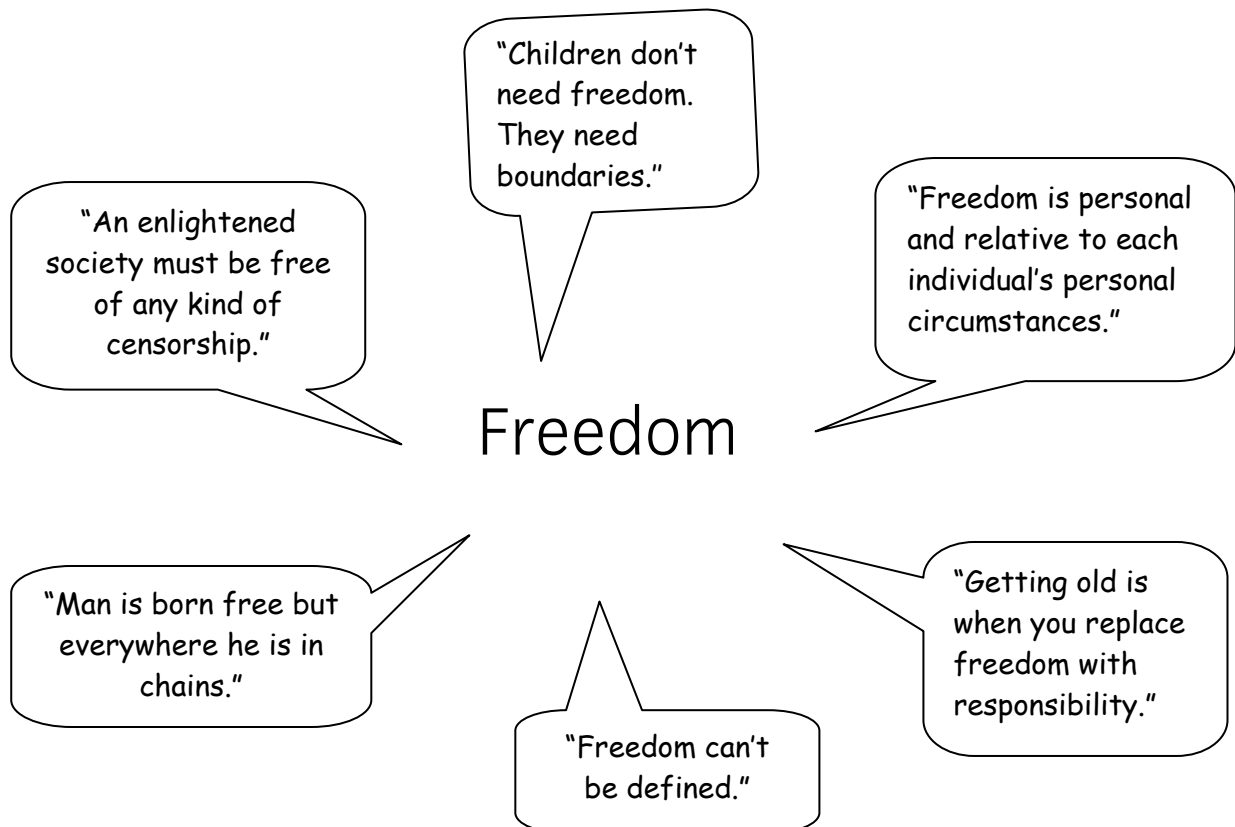
I: (*Role-play a third situation from A or B if time allows.*)

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?

A recent research project has been conducted to investigate what the word 'Freedom' means to different people. Here are some of the views which have been recorded. (*Hand over candidate's task sheet.*) Let's discuss them and then decide which we most and which we least agree with. 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.*)

**PART 4 (5 minutes including follow-up questions)**

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 How climate change might affect house design in the future.**
- B The usefulness of subjects studied at school in our adult lives.**
- C The good and bad effects of increasing globalisation.**

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.*)

**Follow-up questions****How climate change might affect house design in the future.**

- How can houses be designed to enhance rather than detract from their environment?
- What are the advantages of modernising old homes?
- Should it be a legal requirement for people to adapt houses to make them more environmentally friendly?
- Can individual efforts really make an impact?

**The usefulness of subjects studied at school in our adult lives.**

- Which subjects would you remove from the school curriculum?
- Are all subjects equally worthwhile for both sexes?
- Should citizenship be taught in schools? Why/Why not?
- How much choice should children be given at school?

**The good and bad effects of increasing globalisation.**

- How do you think technology has affected world trade?
- What do you consider to be a successful 'world brand'?
- Should people be allowed to work anywhere that jobs are available?
- Are there drawbacks to protecting a nation's own industries from competition?

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)**

