

Interlocutor's instructions

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

**Test time: 10 minutes**

I = Interlocutor      C = Candidate

**PART 1 (2 minutes)**

I: City & Guilds International Spoken ESOL Test, Communicator 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, Telephone'.)

**Topics**

**Telephone**

- How important is your mobile phone to you?
- Do you change your mobile phone often? Why/Why not?
- How can mobile phones be annoying to other people?
- At what age do you think children should be given a mobile phone? Why?

**Flora and fauna**

- Can you tell me about any wild animals in your country?
- How important are green spaces, like parks, to you?
- What are the advantages of zoos?
- Is gardening something that interests many young people? Why/Why not?

**Music**

- What kind of music do you mostly listen to?
- What's your experience of listening to live music?
- Which musical instrument would you like to play well? Why?
- What do you think about listening to music through headphones?

(continued)

**Food and drink**

- Are you someone who is open to trying new kinds of food? Why/Why not?
- How do you account for the global popularity of fast food?
- Has your diet changed much since you were a child?
- How important do you think it is for families to eat together?

**Correspondence**

- Why do you think text messaging has become so popular?
- Is it ever better to send a letter rather than an email?
- How good are you at keeping in contact with people?
- Would you prefer an e-card or a paper card for special occasions? Why?

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.  
*You know I promised to help paint your flat this weekend? Well, something else has come up.*
- We're colleagues. I start.  
*Oh no! My computer's crashed.*
- We're classmates. I start.  
*I'd like to read some English books. Any ideas?*
- I'm a stranger in your town. I start.  
*Sorry to bother you, but I'm completely lost.*

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 strangers on a train. You knock over my coffee. You start.
- We're friends. I've just got back from a visit to the UK. You start.
- I'm your English teacher. You're worried about your lack of progress. You start.
- We're colleagues. You've decided to leave your job. 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 (3 minutes)**

I: Now, Part Three. In this part of the test we're going to discuss something together. I have some ideas and you have some different ones. All right?

We're both students in an English class. Our teacher has asked us to do a project on something connected to life in the UK. We need to discuss a topic for the project and how to plan it. (*Hand over candidate's task sheet.*) Let's talk about the project and make some decisions. Take twenty seconds to think about what you want to say. (*20 seconds.*) Why don't you start?

**Interlocutor's Task Sheet**

<b>English Project</b>	
<b>Topic:</b>	English football/English customs?
<b>Presentation:</b>	Book with photos?
<b>Group Number:</b>	Whole class?
<b>Project leader:</b>	Class chooses?
<b>Resources:</b>	Magazines?
<b>Time:</b>	Two weeks?

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

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

<b>English Project</b>	
<b>Topic:</b>	Tourist attractions/Teenage lifestyle?
<b>Presentation:</b>	DVD?
<b>Group Number:</b>	2/3?
<b>Project leader:</b>	Small group = no leader?
<b>Resources:</b>	Internet?
<b>Time:</b>	A month?

**PART 4 (3 minutes including follow-up questions)**

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

**Topics**

**A A time when you got lost.**

**B The radio – past, present and future.**

**C Spelling doesn't matter, so long as you communicate.**

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 one and a half minutes.)*

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

**Follow-up questions****A time when you got lost.**

- How good are you with maps?
- Which is worse – getting lost in the city or the countryside?
- What kind of technology can help you when you're lost?
- How easy do you find giving and understanding directions?

**The radio – past, present and future.**

- Why was radio so popular in the past?
- When do you tend to listen to the radio?
- Can some programmes be better on radio than TV? Why/Why not?
- How can listening to the radio be helpful on car journeys?

**Spelling doesn't matter, so long as you communicate.**

- Is English spelling a problem for you? Why/Why not?
- English spelling should be made simple. What do you think?
- How difficult is the spelling of your own language?
- What advice would you give to someone trying to learn English spelling?

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

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

<b>English Project</b>	
<b>Topic:</b>	Tourist attractions/Teenage lifestyle?
<b>Presentation:</b>	DVD?
<b>Group Number:</b>	2/3?
<b>Project leader:</b>	Small group = no leader?
<b>Resources:</b>	Internet?
<b>Time:</b>	A month?