

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, Sports'.)

**Topics**

**Sports**

- How do you think commercial sponsorship has affected the world of sport?
- What's your opinion about the huge salaries some sportsmen and women receive these days?
- Why has there been such a rise in the popularity of extreme sports?
- What penalties would you like to see for athletes who take performance enhancing drugs?

**Cultural issues**

- How can countries protect their own culture in an age of global communication?
- How are culture and language related to each other?
- In what ways has the Internet had an effect on people's cultural horizons?
- How do you account for the dominance of English in much of popular culture?

**First languages**

- What difficulties might a learner experience when studying your first language?
- What does your first language have in common with English?
- How can lesser used languages be protected from dominance by other languages?
- Could your language ever replace English as an international language? Why/Why not?

(continued)

**Crime and justice**

- What do people mean when they say ‘the punishment should fit the crime’?
- What do you consider appropriate penalties for minor crimes?
- What do you understand by ‘white collar crime’ and how does this square with common beliefs that crime is associated with poverty?
- What reasons are there for imposing penalties other than punishment?

**Foreign currency**

- What effect do currency rates have on people’s travel plans?
- How easy do you find it to adapt to other currencies when travelling?
- What are your views about the idea of a global currency?
- Do you think the use of cash will eventually be phased out altogether? 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 manager at work. I start.  
*You seem to be spending a lot of time on the computer doing things you should do in your own time.*
- We're friends. I start.  
*I'm going for an interview next week and I'm already a bag of nerves.*
- I'm your English teacher. I start.  
*I'm interested in your opinion. Which is better – learning in a class or learning one-to-one?*
- We're strangers. I stop my car very quickly and you drive into the back of me. We both get out. I start.  
*For goodness' sake. Look what you've done!*

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 colleagues. You want to swap holiday weeks with me. I'm not keen. You start.
- We're friends. I've decided to quit my job. You're very worried for me. You start.
- I'm a new neighbour. You've come round to introduce yourself and welcome me. You start.
- We're friends. I'm thinking of wearing an outfit to a wedding which you think is unsuitable. You start.

C: (*Initiates.*)

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

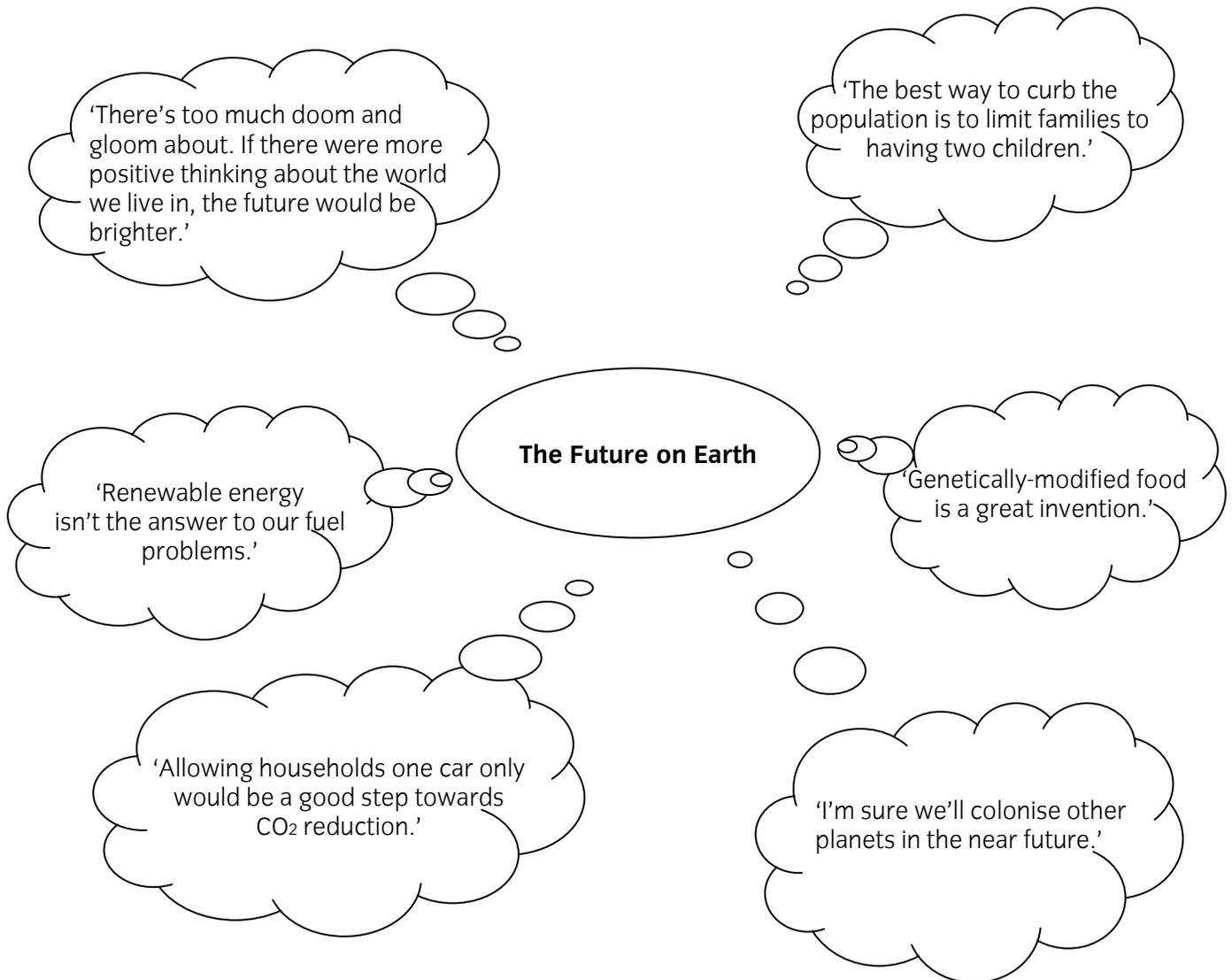
I: (*Role-play a third situation from A or B if time allows.*)

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 survey was held recently asking people about their hopes and fears for the future of the planet. Here are some things which people said. (*Hand over candidate's task sheet.*) Let's discuss the statements and then decide which one 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 The Internet is for many people replacing real life experiences.**

**B Politics is the art of the possible.**

**C The increase in homelessness around the world.**

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****The Internet is for many people replacing real life experiences.**

- Can watching something on TV ever have the same impact as first-hand experience?
- What are the social implications for the future of increased Internet use?
- How has the proliferation of 24-hour news channels affected our sensitivity to world events?
- To what extent do you think the Internet may be creating a new generation gap?

**Politics is the art of the possible.**

- How can modern technology be used to further political causes?
- In some countries it is compulsory to vote. What do you think of this?
- What kinds of issues would you like to see voted on in referenda?
- Democracy – the best form of government or not? Why/Why not?

**The increase in homelessness around the world.**

- How can governments improve the plight of the homeless?
- What's your attitude to people begging on the streets?
- How does homelessness lead to other problems?
- Should special housing be provided for homeless people?

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)**

