

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, 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, The Internet'.)*

Topics

The Internet

- How would your everyday life change if you didn't have the Internet?
- Have you had much experience of buying things online?
- What is your experience of the Internet as an educational tool?
- Can you tell me about a website which you often visit?

Dates and times

- Would you call yourself a morning or an evening person? Why?
- How do you manage to balance your time between work and leisure?
- Which public holiday is very significant in your country?
- Which dates in the year do your family celebrate?

Eating and drinking out

- What memories do you have of eating in restaurants as a child?
- Is there a culture of eating out of doors in your country? What influences this?
- What do you think about modern coffee bars?
- What aspects of a restaurant matter to you when deciding where to eat out?

(continued)

Post

- How efficient is the postal service in your country?
- How do you think email has affected the postal service?
- Are there times when a letter or card is better than an email? When?
- What are the advantages and disadvantages of having post delivered to your door?

The future

- How do you think your life will be different in ten years' time?
- What are you most looking forward to in the future?
- Would you say you were an optimist about the future? Why/Why not?
- Are there any new skills you'd like to learn in the future?

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

- We're friends. I start.
I don't have any plans for the weekend. What are you up to?
- We're strangers. You're parking your car. I start.
Excuse me. You're not allowed to park there.
- I'm thinking of taking an English course at your college. I start.
I've heard very mixed comments about the college. What's your opinion?
- We're work colleagues. I start.
I've decided I just can't stand working here any longer!

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 friends. I want to buy a cheap laptop and need advice. You start.
- I'm a taxi driver. You're a passenger. You don't feel well. You start.
- We're neighbours. I've just got a large, fierce-looking dog. You start.
- We're friends. You need to borrow a small amount of money. 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. I have some ideas and you have some different ones. All right?

We are helping to plan a two-day local festival for our town. Here are some suggestions for the things we need to talk about. (*Hand over candidate's task sheet.*) I've got some different suggestions. Let's discuss the ideas 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

When:	June or August?
Where:	Town Square?
Music:	Local musicians – what kind?
Events:	Sports, flower festival.....?
For children:	Competitions, fancy dress....?
End of Festival:	Concert/Fireworks?
Note:	What about food?

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

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

When:	June or August?
Where:	Park/field?
Music:	Local musicians – what kind?
Events:	Outdoor theatre, local crafts?
For children:	Sports races, parades?
End of Festival:	Concert/fireworks?
Note:	What about parking?

PART 4 (5 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 visit to a museum.

B Traffic problems in my area.

C When does a child become an adult?

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 visit to a museum.**

- Why do some children think museums are boring?
- What can be done to make museums more interesting?
- Why is it important to learn about the past?
- Who do you think should really own important historical objects?

Traffic problems in my area.

- How can we encourage more people to use public transport?
- What do you think about pedestrian-only areas?
- Should we ban traffic from city centres altogether? Why/Why not?
- What's the best way to stop people speeding?

When does a child become an adult?

- What's the best age to leave school? Why?
- When do young people usually get their first job?
- How can you prepare children to become independent?
- At what age should people be allowed to vote? Why?

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)

When:	June or August?
Where:	Park/field?
Music:	Local musicians – what kind?
Events:	Outdoor theatre, local crafts?
For children:	Sports races, parades?
End of Festival:	Concert/fireworks?
Note:	What about parking?