

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, Growing up'.)

**Topics**

**Growing up**

- Tell me something about the place where you grew up. How has it affected you?
- People disagree about whether we're more influenced by our genes or our surroundings? What do you think?
- From your own experience, which things do you think are important for children as they grow up?
- Which do you think prepares us best for adult life – growing up in the country or the city?

**Relationships**

- If you have a problem, who are you mostly likely to talk it through with and why?
- What would you say are the key ingredients for a strong relationship and why?
- People sometimes say, 'You can choose your friends but you can't choose your family'. What do you think about this?
- What do you think are the advantages and disadvantages of a husband and wife working in the same profession?

(continued)

**The environment**

- What kind of environmental issues are of particular concern in your country?
- What do you think governments should do to help protect the environment?
- What do you as an individual do to help protect the environment?
- What do you see as the greatest threat to the environment at the moment and what can be done about it?

**Feelings**

- To what extent do you think it's true that money does not bring happiness?
- Do you think the weather affects people's feelings? In what ways?
- How do you feel about music in public places?
- Does advertising encourage you to buy or irritate you?

**Health**

- To what extent do health concerns influence your own eating habits?
- Should hospitals treat people whose illnesses are brought on by their lifestyle? Why/Why not?
- Tell me about a situation relating to health and medicine which has been in the papers recently. What is your own opinion on the issue?
- What factors make you feel stressed and what do you do about it?

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 a university lecturer in your subject. You want to study in the department where I work. I start.  
*So why do you want to study here?*
- You're on a coach. You've lost your ticket but have the receipt. I start.  
*All tickets please.*
- We're friends. I start.  
*My sister's only 18 but she wants to get married before she goes to university. What do you think I should say to her? What do you think I should do?*
- I'm your English teacher. I start.  
*So could you tell me what you've enjoyed most about learning English?*

C: (*Responds.*)

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

I: Second situation (*choose one situation from B*).

**B**

- You're at work. You forgot to bring some important documents to a meeting. You start.
- We're friends. Persuade me to lend you my laptop computer for the weekend. You start.
- I'm a friend of your parents. I live in a town you're going to visit. You'd like to stay with me. You start.
- I'm your bank manager. You want to borrow a sum 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.*)

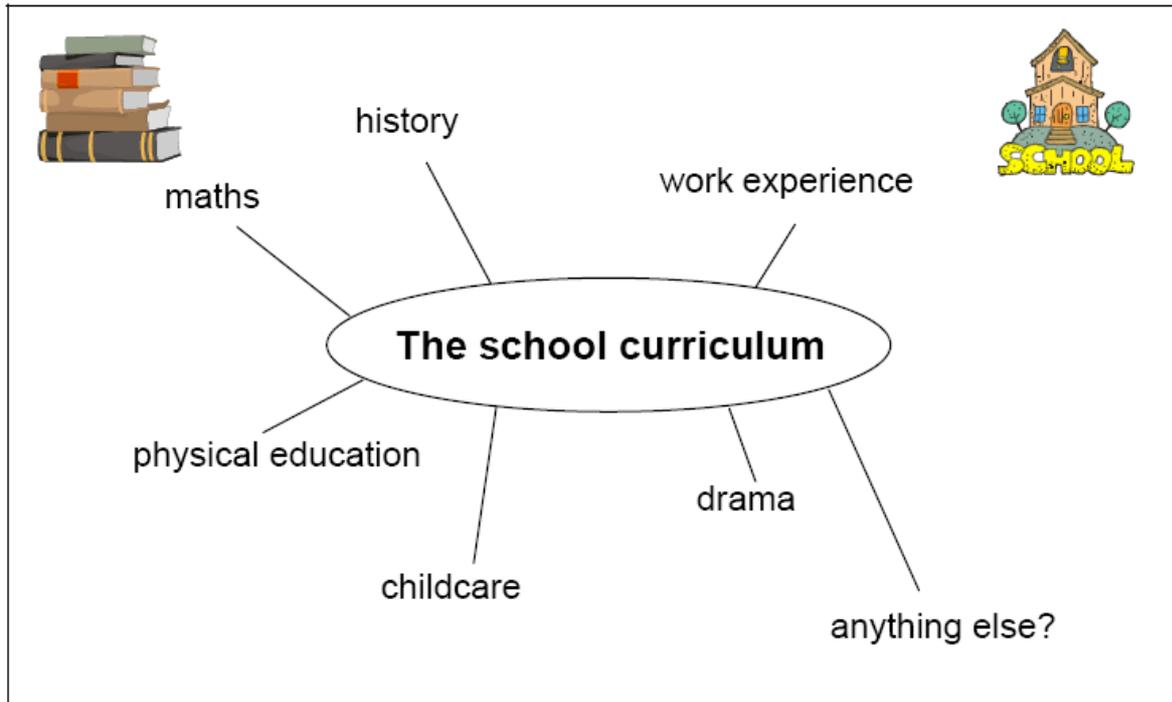
I: Thank you.

**PART 3 (4 minutes)**

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

Here's a list of some subjects which form part of a school curriculum. (*Hand over candidate's task sheet.*) Let's discuss the importance of each of these subjects and which others should be included. 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 the buildings we work or study in affect our performance.**
- B Is it better for children to grow up in the town or the countryside?**
- C Do young people today have an easier or a harder time than their parents did when they were young?**

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 the buildings we work or study in affect our performance.**

- What are the advantages and disadvantages of open-plan workplaces?
- How do technological changes in the way we work and study affect the design of buildings?
- What are the advantages and disadvantages of very tall buildings?
- Some managers do not allow their staff to have photos or other personal items on their desks. What do you think about this?

**Is it better for children to grow up in the town or the countryside?**

- What is the infrastructure like in rural as opposed to urban areas of your country?
- Some people have second homes in the countryside. What effect do you think they have on the lives of the villagers where their second homes are?
- In what ways do you think the relationships between people in villages differ from relationships between people in towns?
- What about for older people – where is quality of life better for them?

**Do young people today have an easier or a harder time than their parents did when they were young?**

- In what ways has the Internet altered life for young people today?
- Do you think it is easier or harder for people to find a life partner these days? Why?
- What do you think would have been the best or worst period in history to be young in?
- How do you think the lives of young people will have changed in, say, thirty years time?

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)**

