

**ESOL International**  
**English Speaking Examination**  
**Level C1 Advanced**

**Instructions to interlocutor**

Tick the learner's name on the attendance register.

Check the learner has an Entry form and take it from them.

Start the recording – do not stop the recording until the end of the examination.

Complete the examination sheet as the learner responds to the prompts.

**The learner must not see this paper**

*Interlocutor:*

**My name is..... and this is the NOCN Speaking Examination at Advanced Level C1. Today is ..... (date)**

**The learner's name is ..... Please state your name for the recording .....(learner name).**

**This is Part 1 of the Speaking Examination. (Approximately 2 minutes)**

**I am now going to ask you some questions. I would like you to answer in full sentences.**

1. Can you tell me about the area you live in, and what you like the most?
2. Please tell me three countries you would like to visit and why.
3. Can you tell me what activity you have enjoyed doing this week?
4. Can you tell me what three things you do to relax?
5. Tell me one thing you would like to change to make the world a better place.

*Additional prompts allowed:*

*In Part 1, the interlocutor may ask additional questions to probe e.g. to extend the learner's answer if they have just given very short answers. The questions may be rephrased slightly to ensure that in questions where there are two parts (i.e. and why...), the learner responds fully. The interlocutor may also give an example if it is clear that the learner is struggling to think of ideas. For example, in question 2, the interlocutor may prompt by asking what countries he/she has visited already, and where of all the countries in the world they would like to visit. Interlocutors should be aiming to guide the learner towards language structures expected at this level.*

**Thank the learner.**

**This is Part 2 of the Speaking Examination. (Approximately 4 minutes)**

*The interlocutor chooses **two of the situations per learner**, making sure that a mix of situations are used across the learners being examined. For each of the situations being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.*

**Please listen carefully and tell me what you would say in these scenarios.**

**Situation 1:** Your friend has asked you for advice about changing their job. They are thinking of applying for a job which is totally different to what they are doing now. What advice would you give?

**Situation 2:** You have been asked to plan a day out for your friends. The choices are between a shopping trip and a sightseeing trip. Decide which idea you would support. You must speak formally and present your choice.

**Situation 3:** You are explaining to a friend about a film you have just seen and really liked. Tell your friend what the film was about and what you particularly liked about it.

**Situation 4:** Your friend wants to start exercising to keep fit. He/she asks you for advice. What would you say?

*Additional prompts allowed:*

*It is expected that the learner gives a minimum of **four sentences** to respond to each scenario, including at least one complex sentence. The interlocutor may have to ask supplementary questions to gain a sufficiently detailed response.*

*In Part 2 the interlocutor may ask additional questions to probe the learner's answers.*

**Situation 1:** *The learners may be prompted to think about: the new job role, the person's abilities and experiences, the existing job role.*

**Situation 2:** *The learners may be prompted to discuss: the preferred option, the costs and planning involved.*

**Situation 3:** *The learners may be prompted to think about the film's story and what particularly appealed to them about it.*

**Situation 4:** *The learners may be prompted to say what they do to keep fit and why they think it is good for them.*

**Thank the learner.**

**This is Part 3 of the Speaking Examination. (Approximately 6 minutes)**

*The interlocutor chooses **one scenario per learner**, making sure that all scenarios are used across the learners being examined. For the scenario being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.*

**Interlocutor:** You will now take part in a conversation.

**Scenario 1:** You have been offered a job you don't like, but the salary is excellent. Decide whether you will take the job or not. Choose what is more important – job satisfaction or money? Convince your friend you have made the right choice. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

**Scenario 2:** It is your friend's birthday next week. You and your other friend want to buy a gift and can choose between buying a gift voucher, taking your friend out for a meal or paying for a day out at the cinema. Persuade your other friend to contribute towards the gift of your choice. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend who has a different choice.

**Scenario 3:** You and your friends would like to decorate your classroom. Convince your teacher that the classroom needs decorating, suggest some paint colours and persuade the teacher to buy a new carpet and new curtains for the windows. You will have two minutes to prepare your arguments. You may make notes. I will take the place of the teacher.

**Additional information:**

*There should be a minimum of **eight exchanges** to ensure that the learner has considered a number of options and put across sufficient arguments. Ideas that the **interlocutor** may use include:*

**Scenario 1:**

*Talk about jobs the learners would hate to do.  
We have to spend a lot of time at work, so doing a job we like is important.  
Money is necessary to pay bills and buy food and clothes.  
Money cannot buy happiness.*

**Scenario 2:**

*People can buy what they like with a gift voucher but you cannot share the experience of the gift.  
You can share the experience of a meal and eat what you like.  
You can share the experience of going to the cinema but you cannot talk much at the cinema.*

**Scenario 3:**

*Painting the classroom is not a problem, you need to agree what colour or colours.  
A new carpet is too expensive, particularly as learners chew gum which gets stuck on the floor.  
Carpet tiles are better.  
Curtains are too expensive and luxurious for a classroom.  
Blinds may be better, but repairing the existing blinds is more cost-effective.*

**Thank the learner.**

**End of Examination**

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Instructions to interlocutor

Please give the learner the correct sheets for the situations and scenarios being used in the examination for Part Two and Part Three.

The learner must complete two situations for Part Two and one scenario for Part Three.

**Do not allow the learner to take the prompt sheet from the room.**

**Do not allow the learner to see the additional prompt sheets for the scenarios not being used.**

**Part 2 - Situation 1:**

**Your friend has asked you for advice about changing their job. They are thinking of applying for a job which is totally different to what they are doing now. What advice would you give?**



**Part 2 - Situation 2**

**You have been asked to plan a day out for your friends. The choices are between a shopping trip and a sightseeing trip. Decide which idea you would support. You must speak formally and present your choice.**

**Part 2 - Situation 3**

**You are explaining to a friend about a film you have just seen and really liked. Tell your friend what the film was about and what you particularly liked about it.**

**Part 2 – Situation 4**

**Your friend wants to start exercising to keep fit. He/she asks you for advice. What would you say?**

**Part Three – Scenario 1**

**You have been offered a job you don't like, but the salary is excellent. Decide whether you will take the job or not. Choose what is more important – job satisfaction or money? Convince your friend you have made the right choice.**

**You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.**

**Part 3 - Scenario 2**

**It is your friend's birthday next week. You and your other friend want to buy a gift and can choose between buying a gift voucher, taking your friend out for a meal or paying for a day out at the cinema. Persuade your other friend to contribute towards the gift of your choice.**

**You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend who has a different choice.**

### **Part 3 - Scenario 3**

**You and your friends would like to decorate your classroom. Convince your teacher that the classroom needs decorating, suggest some paint colours and persuade the teacher to buy a new carpet and new curtains for the windows.**

**You will have two minutes to prepare your arguments. You may make notes. I will take the place of the teacher.**

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