

**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)**

**'This is the NOCN ESOL International Speaking examination, (level), (date) for
(learner's name).'**

This is Part 1 of the Speaking Examination: Personal information. (Approx 2 minutes)

(Additional questions may be asked to prompt deeper responses).

I am now going to ask you some questions.

- 1. Can you tell me about why people should visit your country?**
- 2. Please tell me three items you could not be able to live without and why?**
- 3. If you could be someone else for one day, who would you be and why?**
- 4. What, in your opinion, is the best job in the world and why?**
- 5. Tell me three things people should do before a job interview.**

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... or and where...), 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 1, the interlocutor may give examples of tourist attractions, Question 3: This question is aimed at choosing anybody at all, so gender is no object. 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. (Approx 4 minutes)

The interlocutor chooses two of the scenarios per learner, making sure that a mix of scenarios are used across the learners being examined. For each of the scenarios 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 situations.

Situation 1: Your friend wants to organize a surprise party for her mother. He/she asks you for advice. What would you say?

(Interlocutor may repeat or rephrase the question, if necessary).

Situation 2: You work in a travel agency and a family of four (2 adults and 2 children) come back to book a holiday. Your manager asked you to sell as many holidays to Disneyland Florida as possible. What would you say?

(Interlocutor may repeat or rephrase the question, if necessary).

Situation 3: You have ordered a present for your mother's birthday on the Internet but it hasn't arrived. You phone them to complain. What would you say?

(Interlocutor may repeat or rephrase the question, if necessary).

Situation 4: Your best friend has seen one of your other friends shoplifting. He is telling you about it and asking for your advice on what to do. What would you say?

(Interlocutor may repeat or rephrase the question, if necessary).

Additional prompts allowed:

It is expected that the learner uses a minimum of four sentences to respond to each situation, including at least one complex sentence. The interlocutor may have to ask supplementary questions to gain a sufficiently detailed response. If the vocabulary used, e.g. principal, permission, is not understood by the learner, the interlocutor may explain the concept.

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

Situation 1: The learners may be prompted about what type of party it will be, who will be involved, how many people are invited, what to plan.

Situation 2: The learners may be prompted by asking about the age of the children, accommodation type, preferred activities and budget.

Situation 3: The learners may be prompted to tell them what the present was, when was it ordered and when it should have arrived.

Situation 4: The learner may be asked which friend it is, how close you are to him/her, where the incident happened or if it had happened before.

Thank the learner.

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

The interlocutor chooses one scenario per learner, making sure that both 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.

Scenario 1: You will now take part in a conversation. You want to start a new dance class in your town. Your friend is not keen on the idea as he/she thinks there will not be many people willing to join. Talk to your friend and convince him/her that your idea will work. You will have two minutes to prepare your arguments, I will take the place of your friend.

Scenario 2: You will now take part in a conversation. You want to start your own business selling organic food. You need a bank loan to start your business. Go to the local bank and present your arguments as to why it is a good idea. You will have two minutes to prepare your arguments. I will take the place of the Bank Advisor.

Scenario 3: You will now take part in a conversation. You are in a restaurant for a meal but the food arrives late and is of very poor quality. Moreover, you are overcharged for the food. You decide to complain to the manager. You will have two minutes to prepare your arguments. I will take the place of the manager who does not want to accept responsibility.

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:

Disagree with whatever the learner comes up with. Your ideas may include:

- *It is difficult to find a venue*
- *People may not be interested in learning dancing*

- *How will she advertise the club*
- *Where would she find funding to start a new club*

Scenario 2:

- *Find out if the learner has experience in running a business*
- *Why she/he thinks it is going to be profitable*
- *Who will be her/his customers*
- *Over how many years is the loan going to be paid off*

Scenario 3:

- *Ask why the learner did not enjoy her/his meal*
- *It didn't take any more time than usual to cook this particular dish*
- *The staff are particularly busy this evening*
- *It is rude to complain*

Thank the learner.

End of Examination