

ESOL International

English Speaking Examination

Level C1 Advanced

Instructions to interlocutor

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

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

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 speaks name).

This is Part 1 of the Speaking Examination. (Approximately 3.5 minutes)

(Additional questions may be asked to prompt deeper responses)

I am now going to ask you some questions.

1. Tell me what makes you smile and why.
2. In your opinion, what is a healthy meal? Give three reasons for your choice of food.
3. Do you prefer speaking to people on the phone, writing them a letter, emailing them or sending them a text message? Explain why.
4. Which do you prefer shopping at a market or shopping online? Give three reasons why.
5. When watching competitions on the TV, do you join in or watch quietly? Explain why.

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 or to check that they have understood what the learner has said. The questions may be rephrased slightly to ensure that in questions where there are two parts, 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 3, interlocutors could ask the learners to explain the differences between an email and a text message; emails can be formal and informal whereas text messages are just informal. 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** 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 situations.

Situation 1: You are having a dinner party at home tonight at 7pm but accidentally told your friends to come to your house at 6pm. You are not ready. What would you say?

Situation 2: You were doing some work in your friend's garden and accidentally cut down their best rose bush. The rose bush was very old and will be difficult to replace. What would you say?

Situation 3: Your neighbour has started keeping bees on the rooftop of the building to make honey but you are not happy about this. What would you say?

Situation 4: You recently bought a toaster but every time you use it, it burns the toast. You take it back to the shop and ask for a refund. What would you say?

Additional prompts allowed:

*It is expected that the learner gives **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 is not understood by the learner, the interlocutor may explain the concept.*

Situation 1: The learner may be prompted to suggest what your friends could do for an hour before the party starts. Could they help you? What could they do?

Situation 2: The learner may be prompted to explain how they feel about cutting down the rose bush. What do they suggest doing to replace the rose bush?

Situation 3: The learner may be prompted to explain why the bees are a problem and what suggestion they have for the neighbour to resolve this issue?

Situation 4: The learner may be prompted to explain if they have tried setting the toaster on different levels (low, medium, high). When did they buy it? How often have they used it?

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.

You will have two minutes to prepare the conversation. You may make notes.

Scenario 1: Your family wants to go skiing next year but you hate the cold weather. You would prefer to go to the beach. You think there are more activities to do at the beach and the weather is better. Convince your family to change their holiday plans. You have two minutes to prepare the conversation. You may make notes. I will take the place of a family member.

Scenario 2: You have two tickets to join a painting/photographic course. The tickets include free flights and free accommodation, in France or Italy. You decide to go to France. Persuade a friend to go with you. What would you say? You have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

Scenario 3: You want to enter a talent competition. You can play the guitar really well but you do not have a strong singing voice. Your friend can sing. Persuade your friend to enter the competition and sing with you. You have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

Scenario 4: You want to volunteer at a local school to read stories to children. Your family thinks you should get a paid part time job. You want to be a teacher and think the experience will be good for you. Convince your family member to let you be a volunteer. You have two minutes to prepare the conversation. You may make notes. I will take the place of the family member.

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. If the learner does not understand a word or phrase, the interlocutor may explain the concept. Other ideas that the interlocutor may use for each scenario include:*

Scenario 1:

Skiing can be fun. You can have lessons and learn how to ski. There are beautiful mountain views in the Alps. It is great exercise and you get the chance to breathe in healthy, clean air.

Scenario 2:

I can't paint so what else could I do? Why did you choose France? I can't speak French, can't we go to Italy? Will I have to pay for my accommodation? Will they lend me a camera or do I need to buy one?

Scenario 3:

I don't think I can sing very well. I don't like singing in front of a lot of people. I get very nervous. How many songs do we have to sing? What is the prize if we win?

Scenario 4:

Volunteer work does not pay. You need money to help you study at university. Reading stories is not the same as teaching children. What do you want to gain from working as a volunteer?

Thank the learner. End of Examination.

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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

You are having a dinner party at home tonight at 7pm but accidentally told your friends to come to your house at 6pm. You are not ready.

What would you say?

Part 2 - Situation 2

You were doing some work in your friend's garden and accidentally cut down their best rose bush. The rose bush was very old and will be difficult to replace.

What would you say?

Part 2 - Situation 3

Your neighbour has started keeping bees on the rooftop of the building to make honey but you are not happy about this.

What would you say?

Part 2 - Situation 4

You recently bought a toaster but every time you use it, it burns the toast. You take it back to the shop and ask for a refund.

What would you say?

Part 3 - Scenario 1

Your family wants to go skiing next year but you hate the cold weather. You would prefer to go to the beach. You think there are more activities to do at the beach and the weather is better. Convince your family to change their holiday plans.

You have two minutes to prepare the conversation. You may make notes. I will take the place of a family member.

Part 3 - Scenario 2

You have two tickets to join a painting/photographic course. The tickets include free flights and free accommodation, in France or Italy. You decide to go to France. Persuade a friend to go with you. What would you say?

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

Part 3 - Scenario 3

You want to enter a talent competition. You can play the guitar really well but you do not have a strong singing voice. Your friend can sing. Persuade your friend to enter the competition and sing with you.

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

Part 3 - Scenario 4

You want to volunteer at a local school to read stories to children. Your family thinks you should get a paid part time job. You want to be a teacher and think the experience will be good for you. Convince your family member to let you be a volunteer.

You have two minutes to prepare the conversation. You may make notes. I will take the place of the family member.



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