

**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 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. Describe a place you like to go to relax, and explain why.
2. Describe three of your favourite kinds of food you like to eat, and say why.
3. Your school has some money to improve their facilities, what would you suggest they spend the money on, and why?
4. Tell me three things you would put in a garden, and explain why you chose them.
5. What is your favourite type of celebration, and how do you celebrate it?

***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, the interlocutor may prompt by asking the learner if they think their school needs better equipment and, if so, what equipment would they replace and why/why not. 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:** Your friend is thinking of applying for a part-time job in a supermarket, but is worried about working weekends. Speak to your friend and explain why you think they should take the job. What would you say?

**Situation 2:** You bought a jacket recently but the zip has broken. You take it back to the shop. Speak to the shop assistant, explain what happened and make a request. What would you say?

**Situation 3:** Your teacher is not happy because you didn't take part in the school debate. Apologise and explain what happened. What would you say?

**Situation 4:** The postman keeps leaving your neighbour's parcels on your doorstep. You are not happy about the situation and decide to complain to the postman. 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 explain why they think it would be a problem working weekends.

What reasons would they give?

#### **Situation 2:**

The learner may be prompted to explain what happened to the zip, and what they would like the shop to do about the jacket.

#### **Situation 3:**

The learner may be prompted to explain why they didn't take part in the debate and explain why they didn't let the teacher know.

#### **Situation 4:**

The learner may be prompted to explain how they feel about the parcels being left on their doorstep and what they want the postman to do.

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:** You arrange to go swimming after school with a friend, but your parents ask you to babysit your younger sister. Speak to your friend and persuade them to babysit with you. You will have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

**Scenario 2:** You want to visit an exhibition in your local museum on Saturday. Your friend does not like visiting museums. Persuade them to go with you. You will have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

**Scenario 3:** You want to organise a barbecue to raise money for school sports equipment. Persuade your teacher to let you organise the barbecue and ticket sales. You will have two minutes to prepare the conversation. You may make notes. I will take the place of your teacher.

**Scenario 4:** You bought some DVDs yesterday, but when you got home, they wouldn't play properly in your DVD player. You go back to the shop to convince them to give your money back. You will have two minutes to prepare the conversation. You may make notes. I will take the place of the shop manager.

#### **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:**

*How long do you have to babysit for?  
What are we going to do while we babysit?  
When can we go swimming?*

#### **Scenario 2:**

*Museums are so boring.  
How long are we going to spend there?  
Can we do something else afterwards?*

#### **Scenario 3:**

*What kind of food will you cook?  
How are you going to sell the tickets?  
What kind of sports equipment do we need?*

#### **Scenario 4:**

*What is the problem with the DVDs?  
How do you know the DVD player isn't broken?  
What do you want me to do?*

**Thank the learner.**

**End of Examination**



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**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 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 situations or scenarios not being used.**



## **Part 2 - Situation 1**

**Your friend is thinking of applying for a part-time job in a supermarket, but is worried about working weekends. Speak to your friend and explain why you think they should take the job.**

**What would you say?**



**Part 2 - Situation 2**

**You bought a jacket recently but the zip has broken. You take it back to the shop. Speak to the shop assistant, explain what happened and make a request.**

**What would you say?**

**Part 2 - Situation 3**

**Your teacher is not happy because you didn't take part in the school debate. Apologise and explain what happened.**

**What would you say?**



## **Part 2 - Situation 4**

**The postman keeps leaving your neighbour's parcels on your doorstep. You are not happy about the situation and decide to complain to the postman.**

**What would you say?**



### **Part 3 - Scenario 1**

**You arrange to go swimming after school with a friend, but your parents ask you to babysit your younger sister. Speak to your friend and persuade them to babysit with you.**

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

### **Part 3 - Scenario 2**

**You want to visit an exhibition in your local museum on Saturday. Your friend does not like visiting museums. Persuade them to go with you.**

**You will 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 organise a barbecue to raise money for school sports equipment.  
Persuade your teacher to let you organise the barbecue and ticket sales.**

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

### **Part 3 - Scenario 4**

**You bought some DVDs yesterday, but when you got home, they wouldn't play properly in your DVD player. You go back to the shop to convince them to give your money back.**

**You will have two minutes to prepare the conversation. You may make notes. I will take the place of the shop manager.**



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