

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. Please reply in full sentences.

1. When have you felt really happy in your life? Why?
2. What three things are you most proud of? Why?
3. What would you find challenging if you moved to an English-speaking country? Explain.
4. What three tasks don't you enjoy doing? Why?
5. What have you spoken to your friends about this week? Explain.

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 would miss family and friends. Further prompts could relate to specifics such as accents, culture or the weather.

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.

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

Situation 1: A classmate has asked you to recommend a TV series to watch. You tell them about the ones you feel are worth watching. What would you say?

Situation 2: A British friend is visiting your city for a weekend and would like your advice on the best way to spend their time. What would you say?

Situation 3: Your parents have decided to reward you for passing your exams. They have suggested taking you to a nice restaurant. They would like your opinion about it. What would you say?

Situation 4: A quiz show is advertising for contestants for a new series. They want groups of three people. Call and leave a message saying why they should choose you and your two friends. 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 talk about a recent TV series they have been watching and if they enjoyed it.

Situation 2:

The learner may be prompted to talk about something the British friend must see or do, or what they like about their city.

Situation 3:

The learner may be prompted to thank their parents for the offer, express how hard they have worked and say where they would like to go.

Situation 4:

The learner may be prompted to think about the skills and knowledge they and their friends have or the type of personalities they have.

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 have a dental appointment. Your parents usually collect you afterwards. You want to make your own travel arrangements. Convince them that they don't need to pick you up. You will have two minutes to prepare your arguments. You may make notes. I will play the role of one of your parents.

Scenario 2: You enjoy using all the facilities at the sports centre. You'd like a friend to join too and enjoy the same benefits. Persuade them to come to the sports centre. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

Scenario 3: The headteacher is looking for an editor for the school magazine. You feel you have the skills, capabilities and ideas to do the job. Persuade them that you are the best person for it. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the headteacher.

Scenario 4: You have heard that the local community garden is being discontinued. It provides important fresh produce to local residents. Speak with the town council and persuade them to keep it open. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the council 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:

*What will happen if you are in pain?
How will you get home?
We have always picked you up.*

Scenario 2:

*Why should I come?
What facilities will be a benefit to me?
What do you normally do there?*

Scenario 3:

*What experience do you have?
How will you run the magazine?
Why should I choose you?*

Scenario 4:

*It costs a lot of money to keep it open.
Are there still people who want the service?
What are your opinions on the garden?*

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

A classmate has asked you to recommend a TV series to watch. You tell them about the ones you feel are worth watching.

What would you say?

Part 2 - Situation 2

A British friend is visiting your city for a weekend and would like your advice on the best way to spend their time.

What would you say?

Part 2 - Situation 3

Your parents have decided to reward you for passing your exams. They have suggested taking you to a nice restaurant. They would like your opinion about it.

What would you say?

Part 2 - Situation 4

A quiz show is advertising for contestants for a new series. They want groups of three people. Call and leave a message saying why they should choose you and your two friends.

What would you say?

Part 3 - Scenario 1

You have a dental appointment. Your parents usually collect you afterwards. You want to make your own travel arrangements. Convince them that they don't need to pick you up.

You will have two minutes to prepare your arguments. You may make notes. I will play the role of one of your parents.

Part 3 - Scenario 2

You enjoy using all the facilities at the sports centre. You'd like a friend to join too and enjoy the same benefits. Persuade them to come to the sports centre.

You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

Part 3 - Scenario 3

The headteacher is looking for an editor for the school magazine. You feel you have the skills, capabilities and ideas to do the job. Persuade them that you are the best person for it.

You will have two minutes to prepare your arguments. You may make notes. I will play the role of the headteacher.

Part 3 - Scenario 4

You have heard that the local community garden is being discontinued. It provides important fresh produce to local residents. Speak with the town council and persuade them to keep it open.

You will have two minutes to prepare your arguments. You may make notes. I will play the role of the council member.



NOCN Group
Acero Building
1 Concourse Way
Sheaf Street
Sheffield
S1 2BJ
UK

E-mail: nocn@nocn.org.uk

Tel: +44 (0) 0300 999 1177