

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. What motivated you to learn English? Why?
2. Which three activities help you to stay active in your free time? Why?
3. What do you find most challenging about learning a new subject? Explain.
4. Tell me three things you wish to achieve in the future. Why?
5. What would you recommend to someone who wants to start a new hobby? 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 4, the interlocutor may prompt by asking the learner what they want to achieve in the next six months, for example they may want to talk about passing exams, playing competitive sport or reading a book that's been recommended. 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.

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

Situation 1: You are doing some research in the library and the person at the desk next to you is talking loudly on their phone. You cannot concentrate. You speak to the librarian about it. What would you say?

Situation 2: You attend a party where you do not know anyone. You want to start a conversation with someone, and you can see someone is wearing a T-shirt showing your favourite band. What would you say?

Situation 3: Your computer/laptop has been running slowly, and you think it needs upgrading. Speak to your school's/work's IT department. What would you say?

Situation 4: You gave an interview to a local newspaper about helping out in a local school, but they have written incorrect information. Call the newspaper to report the mistakes. 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 give a reason why the noise is bothering them so much.

Situation 2:

The learner may be prompted to say that they like that band and talk about when they went to see them.

Situation 3:

The learner may be prompted to explain what is wrong with their computer/laptop and what they want to happen.

Situation 4:

The learner may be prompted to say what information was incorrect, perhaps the name of the school or what they were helping with.

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 want to go on holiday and have prepared a full itinerary for you and your friend. Convince your friend that this is the best holiday plan. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

Scenario 2: You have an appointment next week and need a half day off work. Persuade your manager to change your shift to Saturday morning next week. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your manager.

Scenario 3: You would like to organise an international food festival at your college. Persuade the headteacher to allow you to organise this. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the headteacher.

Scenario 4: You want your best friend to start exercising with you. Convince them to join a local amateur running club with you twice a week in the evenings. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

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:

*Why do we need an itinerary?
I'd rather have some free time.
I would like to go to places that are not on your itinerary.*

Scenario 2:

*Can't you change your appointment to a day you're not working?
This is very short notice. I don't know if I can get cover.
Can you work on Saturday afternoon?*

Scenario 3:

*When will the festival be?
I don't want the festival to interfere with any lessons.
Who will help you with the festival organisation?*

Scenario 4:

*Why is exercising so important for you?
I really don't like running.
Can't we try something else?*

End of Examination.

Thank the learner.

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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 Two - Situation 1

You are doing some research in the library and the person at the desk next to you is talking loudly on their phone. You cannot concentrate. You speak to the librarian about it.

What would you say?

Part Two - Situation 2

You attend a party where you do not know anyone. You want to start a conversation with someone, and you can see someone is wearing a T-shirt showing your favourite band.

What would you say?

Part Two - Situation 3

**Your computer/laptop has been running slowly, and you think it needs upgrading.
Speak to your school's/work's IT department.**

What would you say?

Part Two - Situation 4

You gave an interview to a local newspaper about helping out in a local school, but they have written incorrect information. Call the newspaper to report the mistakes.

What would you say?

Part Three - Scenario 1

You want to go on holiday and have prepared a full itinerary for you and your friend. Convince your friend that this is the best holiday plan.

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

Part Three - Scenario 2

You have an appointment next week and need a half day off work. Persuade your manager to change your shift to Saturday morning next week.

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

Part Three - Scenario 3

You would like to organise an international food festival at your college. Persuade the headteacher to allow you to organise this.

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

Part Three - Scenario 4

You want your best friend to start exercising with you. Convince them to join a local amateur running club with you twice a week in the evenings.

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

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