

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. (Approximately 2 minutes)

I am now going to ask you some questions.

- 1. Tell me about your favourite time of year.**
- 2. What are your three favourite things about summer and why?**
- 3. What is your favourite day of the week and why?**
- 4. What would be your dream holiday destination?**
- 5. Which three items would you take with you on holiday and 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. For the 2-3 mark questions, they do not need to elaborate on all points but at least 2 should be extended upon. Prompt them in question 4, by suggesting places/place names/place types

Thank the learner.

This is Part 2 of the Speaking Examination. (Approximately 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 grandmother is coming for a visit. She is very elderly. What can you do to make her feel comfortable when she comes to see you?

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

Situation 2: You want to book a holiday for your family (there is a small child, a teenager and 2 adults). Where could you go to ensure each of you has a great time?

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

Situation 3: Your friend told you that they didn't attend an important English exam. They spent the day in town, what would you say to them?

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

Situation 4: You are going on a trip to a chocolate and candy factory. What do you think it would look like? What would you like to see? What new things should be invented?

(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. responsibility, consequences) 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: What does their grandmother like to do? Will they like the weather? What will you talk to them about?

Situation 2: The learners may be prompted by suggesting: a city? A country house?

Situation 3: The learners may be prompted to tell them how they might feel: disappointed? Concerned?

Situation 4: The learner may be prompted by asking them what sort of things they like to eat at home: do they like chocolate? Would they like to see candy with a lot of colours and flavours?

Thank the learner.

This is Part 3 of the Speaking Examination. (Approximately 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 introduce a new football team to school, one where boys, girls, young children and older children can play together, as part of a fundraising event. You need to convince your teacher it is a good idea. You will have two minutes to prepare the conversation. You may make notes. I will play the role of the teacher.

Scenario 2: You will now take part in a conversation. You want to volunteer to help build homes in poor parts of the world, to help families after a natural disaster. Your parents are nervous about you leaving, convince them you should go. You will have two minutes to prepare the conversation. You may make notes. I will play the role of the parent.

Scenario 3: You will now take part in a conversation. Your mother or father has been offered two jobs, one in your home town and one in New York City. You want to go to New York City. Help your mother or father make a decision. You will have two minutes to prepare the conversation. You may make notes. I will play the role of your mother or father.

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.

Ask the learner a lot of questions to open up the discussion. Your ideas may include:

Scenario 1:

- *Will it be dangerous? Will there be separate teams?*
- *How will you advertise the fundraiser?*
- *Can parents and teachers play as well?*
- *Are there any other things we could have at the fundraising event?*

Scenario 2:

- *Why do you want to volunteer to do something like this? You can volunteer closer to home instead.*
- *What will you gain from it?*
- *Are friends going with you? Teachers?*
- *How long will you be away?*

Scenario 3:

- *Will you miss your friends and family?*
- *You will need to start at a whole new school.*
- *New York City can be dangerous at night.*
- *The people are different in America to home.*

Thank the learner.

End of Examination

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Instructions to interlocutor

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

The learner must complete two scenarios 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 scenarios not being used.

Part Two

Situation 1: Your grandmother is coming for a visit, she is very elderly. What can you do to make her feel comfortable when she comes to see you?

Part Two

Situation 2: You want to book a holiday for your family (there is a small child, a teenager and 2 adults). What sort of place could you go to ensure each of you has a great time?

Part Two

Situation 3: Your friend told you that they didn't attend an important English exam. They spent the day in town, what would you say to them?

Part Two

Situation 4: You are going on a trip to a chocolate and candy factory, what do you think it would look like? What would you like to see? What new things should be invented?

Part Three

Scenario 1: You will now take part in a conversation. You want to introduce a new football team to school, one where boys, girls, young children and older children can play together, as part of a fundraising event. You need to convince your teacher it is a good idea.

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

Part Three

Scenario 2: You will now take part in a conversation. You want to volunteer to help build homes in poor parts of the world, to help families after a natural disaster. Your parents are nervous about you leaving, convince them you should go.

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

Part Three

Scenario 3: You will now take part in a conversation. Your mother or father has been offered two jobs, one in your hometown and one in New York City. You want to go to New York City, help your mother or father to make a decision.

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

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