

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 name).**

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

I am now going to ask you some questions.

1. Can you tell me about the school you went to? What you liked/didn't like about it?
2. Can you name three countries you have visited and why you went?
3. Can you tell me what you plan to do next week? Who with?
4. Tell me three things you do in your spare time/what your interests are? Why?
5. Can you name one place or city you would like to visit 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. The questions may be rephrased slightly to ensure that in questions where there are two parts (i.e. and why...), 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 2, the interlocutor may prompt by asking what countries they would like to visit and the ones he/she has visited already. 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 of the 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 wants to study at college but is unsure what to study. Give your friend some advice. Recommend a college course and explain why it would be good for them. What would you say?

Situation 2: You have been asked to collect money for a leaving present for a colleague, however some people want to give individual presents. Persuade everyone that it is better to buy one present and explain the person leaving has asked for this. What would you say?

Situation 3: You are explaining to a friend about a new car you have seen and really like. Tell your friend about the car and what you particularly liked about it. What would you say?

Situation 4: Your friend wants to start to eat healthily and become fitter. He/she asks you for advice. 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.*

In Part 2 the interlocutor may ask additional questions to probe the learner's answers.

Situation 1: Learners may be prompted to give information about the course they recommend, where they suggest they could do it and how it will help them in the future.

Situation 3: The learners may be prompted to think about the car they have seen and what particularly appealed to them about it. You could discuss the colour, size, additional extras such as Bluetooth phone, CD/MP3 player, power steering, manual or automatic transmission, sunroof, central locking system, etc.

Situation 2: The learners may be prompted to discuss: the preferred option, the costs and planning involved, why they chose their preferred option, how much money they will need to raise and how they are going to raise the money.

Situation 4: The learners may be prompted to say what they eat to be healthy and how they can advise their friend, and why they think it is good for them, and how they can advise their friend about how to keep fit.

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.

Scenario 1: You want to go on a short holiday break with a group of friends. One of your friends is not sure about going away, encourage your friend to go with you and your other friends. Tell your friend about activities and sights that you'll be planning to see to try to convince your friend to go on the short break. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

Scenario 2: A famous musical group will be performing in your home town, you are excited about this and want to get tickets to go and see them. You think that your family should also go with you as you like the same music. Convince your family that it would be a great day out and that they would really enjoy the experience. You will have two minutes to prepare your arguments. You may make notes. I will take the place of a family member.

Scenario 3: There is a competition in the local newspaper, you would like to enter it to win the star prize of a meal out for two at a well-known restaurant in town. The task is to send in a small film about your home town. Convince your friend to take part with you, tell them that it would be a great opportunity to show off your town. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

Scenario 4: There is a new shopping centre opening and you have been successfully put through to interview for the position of a sales person in a large games store. Explain to the interviewer the skills that you have for the position and why you would be a good candidate for the role. You will have two minutes to prepare your arguments. You may make notes. I will take the place of the interviewer.

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.*

*Ideas that the **interlocutor** may use include:*

Scenario 1:

Where will we go?

What about the cost?

How many people are going?

Scenario 3:

Would I have to be in the film, or can I film it?

Where would we film in town?

What do you think are the main attractions?

Scenario 2:

Who is playing, do I know the music?

When is the event taking place?

What time is the event, is it an all day party in the park or a concert?

Will it cost a lot of money?

Scenario 4:

Why do you want to work in the shop?

What experience have you got?

How would you convince shoppers to buy our products?

Thank the learner. End of Examination

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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 and scenarios.

Part 2

Situation 1: Your friend wants to study at college but is unsure what to study. Give your friend some advice. Recommend a college course and explain why it would be good for them. What would you say?

Part 2

Situation 2: You have been asked to collect money for a leaving present for a colleague, however some people want to give individual presents. Persuade everyone that it is better to buy one present and explain the person leaving has asked for this. What would you say?

Part 2

Situation 3: You are explaining to a friend about a new car you have seen and really like. Tell your friend about the car and what you particularly liked about it. What would you say?

Part 2

Situation 4: Your friend wants to start to eat healthily and become fitter. He/she asks you for advice. What would you say?

Part Three

Scenario 1: You want to go on a short holiday break with a group of friends. One of your friends is not sure about going away, encourage your friend to go with you and your other friends. Tell your friend about activities and sights that you'll be planning to see to try to convince your friend to go on the short break. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

Part 3

Scenario 2: A famous musical group will be performing in your home town, you are excited about this and want to get tickets to go and see them. You think that your family should also go with you as you like the same music. Convince your family that it would be a great day out and that they would really enjoy the experience. You will have two minutes to prepare your arguments. You may make notes. I will take the place of a family member.

Part 3

Scenario 3: There is a competition in the local newspaper, you would like to enter it to win the star prize of a meal out for two at a well-known restaurant in town. The task is to send in a small film about your home town. Convince your friend to take part with you, tell them that it would be a great opportunity to show off your town. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

Part 3

Scenario 4: There is a new shopping centre opening and you have been successfully put through to interview for the position of a sales person in a large games store. Explain to the interviewer the skills that you have for the position and why you would be a good candidate for the role. You will have two minutes to prepare your arguments. You may make notes. I will take the place of the interviewer.

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