

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 motivates you to get up in the morning? Why?
2. What are three things that help you to relax? Why?
3. What advice would you give to someone who wants to learn a new language? Explain.
4. Name three things that you achieved this year. How did you achieve them?
5. Tell me about an event you have been to recently. What did you enjoy?

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 have done this year ie. learn to ride a bike; play a sport; be in a band, and how they were able to do this. 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: It was your friend's birthday last week, but you forgot about it. As a result, they are upset with you. You decide to call them. What would you say?

Situation 2: You are in the quiet zone of a train, where phone calls are not allowed. There is a passenger who is talking very loudly on their phone which is disturbing the rest of the passengers. You see the conductor. What would you say?

Situation 3: You booked a holiday with a friend. They cancelled at the last minute. You are disappointed. Call them to express your feelings. What would you say?

Situation 4: You see your neighbour struggling to clean their car. You go over to them to offer your help. 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 apologise for not remembering a friend's birthday.

Situation 2:

The learner may be prompted to complain to the staff and ask them to do something about it; where the person can take their call on the train.

Situation 3:

The learner may be prompted to express disappointment at the news and suggest they re-book.

Situation 4:

The learner may be prompted to offer their help by washing the car or helping them.

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 out. Convince your friend to lend you some money. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

Scenario 2: You do not like your hotel room as it does not have a sea view. Call the manager and persuade them to change your room. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the manager.

Scenario 3: You want to book your birthday off work. Your manager has told you to find someone to cover for you. Persuade a staff member to cover your shift. You will have two minutes to prepare your arguments. You may make notes. I will play the role of a staff member.

Scenario 4: You want to volunteer for a local charity. Your parents want you to find a paid job instead. Persuade them that this experience will benefit your future work prospects. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your parent.

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 much money do you need?
When do you need the money for?
When will you be able to pay me back?

Scenario 2:

What is the problem with your room?
Did you book a sea view?
How long are you staying at the hotel?

Scenario 3:

When do you need the cover for?
What time do you normally work?
Do you want to swap shifts?

Scenario 4:

How will volunteering help you get a job?
What does the charity raise money for?
What job will this help you gain in the future?

Thank the learner.

End of Examination.



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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

It was your friend's birthday last week, but you forgot about it. As a result, they are upset with you. You decide to call them.

What would you say?



Part Two - Situation 2

You are in the quiet zone of a train, where phone calls are not allowed. There is a passenger who is talking very loudly on their phone which is disturbing the rest of the passengers. You see the conductor.

What would you say?



Part Two - Situation 3

You booked a holiday with a friend. They cancelled at the last minute. You are disappointed. Call them to express your feelings.

What would you say?



Part Two - Situation 4

You see your neighbour struggling to clean their car. You go over to them to offer your help.

What would you say?



Part Three - Scenario 1

You want to go out. Convince your friend to lend you some money.

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 do not like your hotel room as it does not have a sea view. Call the manager and persuade them to change your room.

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



Part Three - Scenario 3

You want to book your birthday off work. Your manager has told you to find someone to cover for you. Persuade a staff member to cover your shift.

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



Part Three - Scenario 4

You want to volunteer for a local charity. Your parents want you to find a paid job instead. Persuade them that this experience will benefit your future work prospects.

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



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