

**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. (Maximum 2 minutes)

(Additional questions may be asked to prompt deeper responses).

I am now going to ask you some questions.

- 1. Can you tell me about the sports facilities that you have near your home?**
- 2. Please tell me three things you would do if you were able to visit America.**
- 3. Can you tell me what your dream holiday would be and why?**
- 4. Would you want to be in charge of your country and why?**
- 5. Tell me three things people can do if they feel ill.**

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... or and where...), 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 1, the interlocutor may give examples of different types of sports facilities, e.g. football pitch, swimming pool. Question 3: This question is aimed at choosing anywhere at all, so money is no object. 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. (Maximum 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 friend who has just left school wants to leave home and find somewhere to live. He/she asks you for advice. What would you say?

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

Situation 2: You do not feel very well. You need to go home. You have to ask permission to go home and explain briefly what the problem is. What would you say?

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

Situation 3: You have bought a new game for your computer or games console. It does not work. You take it back to the shop. What would you say?

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

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, e.g. principal, permission, 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: The learners may be prompted about why the friend may want to live away from home, what would you have to do if you wanted to find somewhere to live? The emphasis is on the friend and not on the person in the room.

Situation 2: The learners may be prompted by asking why they may feel ill and who they may have to ask for permission to leave.

Situation 3: If the learner gives a very simple response, such as 'Can I have my money back?' the interlocutor may ask the learner to give reasons why the shop should give a refund. The interlocutor may challenge the reasons given and ask for justification for this.

Thank the learner.

This is Part 3 of the Speaking Examination. (Maximum 6 minutes)

The interlocutor chooses one of the scenarios 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 have won a competition and you can have some equipment for a local school. You want the school to have some new equipment for their sports team but the school wants some new computer equipment. Convince your opponent that the money should be spent on sports equipment. You will have two minutes to prepare your arguments. I will take the place of your opponent.

Scenario 2: You will now take part in a conversation. You have bought a DVD that does not work. You speak to a person in a shop who really does not want to help. Convince the person that you should have a replacement. You will have two minutes to prepare your arguments. I will take the place of the person who does not want to help.

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:

Computer equipment will benefit more people.

You have just bought some sports equipment.

Sports equipment is quite inexpensive so the school could afford to buy that anyway.

You have just had a new computer room and it would be good to have some more equipment.

Scenario 2:

I am busy. Speak to someone else.

We do not give refunds on DVDs.

I think you must have scratched the DVD or your player is not working properly.

I have not been shown how to give refunds.

Thank the learner.

End of Examination

