

**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's name).

This is Part 1 of the Speaking Examination. (Approximately 2 minutes)

I am now going to ask you some questions.

1. What is your normal routine in the morning?
2. What three things you would like to be able to do in the future?
3. Please describe your best friend.
4. What is your favourite TV programme and why?
5. Tell me about three things you did last weekend?

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 ambitions he/she has.

Thank the learner.

This is Part 2 of the Speaking Examination. (Approximately 6 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: You have lost your bag. You go to the police station to report the loss. Describe your bag and say what was in it and where you think you have lost it. What would you say?

(Interlocutor may repeat or rephrase if necessary)

Situation 2: You are in a cinema. A person in front of you is laughing noisily and talking loudly to his/her friend. Ask the person politely to stop. What do you say?

(Interlocutor may repeat or rephrase if necessary)

Situation 3: Your friend is studying English but is not enjoying it and wants to give up. What advice would you give him/her about why it is a good idea to continue with the lessons?

(Interlocutor may repeat or rephrase if necessary)

Situation 4: You would like to have a dog as a pet. You try to convince your family that it would be a good idea. What would you say?

(Interlocutor may repeat or rephrase 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.

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

Situation 1: The learner may be prompted about the colour of the bag, the contents and where and when they left the bag

Situation 2: The learner may be reminded that they need to be polite. He/she can be prompted to explain why he/she is not happy with the other person's behavior (watching a film, cannot hear etc.)

Situation 3: The learner may be prompted to say why it is good to be able to speak another language and why English could be very useful, perhaps in a future career, for example.

Situation 4: The learner may be prompted to say what the advantages of having a dog would be and how he/she would look after it.

Thank the learner.

This is Part 3 of the Speaking Examination. (Approximately 7 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: Your friend is trying to convince you to go to a rock concert with him/her. You don't like the band and don't really want to go. Explain how you feel to your friend.

You will have two minutes to prepare your arguments. I will take the role of your friend.

Scenario 2: You would like to start having driving lessons. Try to convince your parents that it would be a good idea.

You will have two minutes to prepare your arguments. I will take the role of your mother/father.

Scenario 3: You ordered an item by post from a mail-order company. It has not arrived by the expected date and you phone the company to find out what has happened.

You will have two minutes to prepare your arguments. I will take the role of the customer services person.

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:

- *The concert is free/you will pay for your friend's ticket.*
- *The band is famous.*
- *A lot of your other friends will be there.*
- *You will have a good time.*

Scenario 2:

- *Your child is too young to own a car.*
- *He/she does not have enough time because of his/her studies.*
- *Driving is dangerous.*
- *Lessons are expensive.*

Scenario 3:

- *Ask when the order was placed.*
- *Ask what the item is.*
- *Say that the delay is because the item is out of stock.*
- *The customer will have to wait another month.*

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: You have lost your bag. You go to the police station to report the loss. Describe your bag and say what was in it and where you think you have lost it. What would you say?

Part Two

Situation 2: You are in a cinema. A person in front of you is laughing noisily and talking loudly to his/her friend. Ask the person politely to stop. What do you say?

Part Two

Situation 3: Your friend is studying English but is not enjoying it and wants to give up. What advice would you give him/her about why it is a good idea to continue with the lessons?

Part Two

Situation 4: You would like to have a dog as a pet. You try to convince your family that it would be a good idea. What would you say?

Part Three

Scenario 1: Your friend is trying to convince you to go to a rock concert with him/her. You don't like the band and you don't really want to go. Explain how you feel to your friend.

You will have two minutes to prepare your arguments. I will take the role of your friend.

Part Three

Scenario 2: You would like to start having driving lessons. Try to convince your parents that it would be a good idea.

You will have two minutes to prepare your arguments. I will take the role of your mother/father.

Part Three

Scenario 3: You ordered an item by post from a mail-order company. It has not arrived by the expected date and you phone the company to find out what has happened.

You will have two minutes to prepare your arguments. I will take the role of the customer services person.

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