

**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)**

**I am now going to ask you some questions.**

1. Can you tell me about something you like to do in your free time and why you like doing it?
2. Can you name three films that you really enjoyed watching and explain why you liked them?
3. What type of clothes do you like to wear and why?
4. Name three items that you would take with you on a long plane journey and explain why you would take them with you.
5. Can you tell me about your best friend and what you like about him/her?

*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 kind of film was it? Who starred in the film? What was the film plot? Who directed the film? Where was the film set? When did you see the film? When was the film made? 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:** A local dog rescue centre has opened up in your town. They are looking for dog walkers. You go for an interview to explain why you want to become a dog walker. What would you say?

**Situation 2:** You have been offered a summer job in Spain working in a hotel. You need to learn Spanish but don't want to go to Spanish lessons alone and try to persuade a friend to go with you. What would you say?

**Situation 3:** Your friend has just failed their university examinations and is thinking of leaving university. Give them some advice. What would you say?

**Situation 4:** A friend wants to buy a wedding present and is not sure what to buy. Give your friend some 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:** *The learners may be prompted to explain what experience they have had with dogs, how dog walking will benefit them and how they feel they can benefit the dogs.*

**Situation 3:** *The learners may be prompted to express their opinions on staying at university and re-sitting their examinations. They can explain the positives and negatives of staying/leaving university.*

**Situation 2:** *The learners may be prompted to explain why they want to work in Spain in a hotel, and what would be the advantages of learning Spanish.*

**Situation 4:** *The learners may be prompted to say how much they would want to spend, and make suggestions as to what they think would make a suitable present for a married couple.*

**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 and your friend have a lot of things you don't want; clothes, DVDs, CDs and books. Your friend suggests selling them at a car boot sale. You don't want to do this because it means getting up early and travelling to a car boot venue. You believe EBay is easier. Your friend disagrees. Explain why you think EBay is a better place to sell your things. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.**

**Scenario 2: You have been asked to arrange a day out for your friends. You have decided to book a trip to a safari park but some people do not want to go and would prefer to visit an historic castle with a boat trip. Persuade everyone that a safari park is better; giving reasons why and describing the things you can do and see there. You will have two minutes to prepare your arguments. You may make notes. I will take the place of a friend.**

**Scenario 3: A new recreational area is being built in your local park and you and your neighbour have been asked to give suggestions of what you would like to have. You prefer sports and activities for children, but your neighbour would like an allotment garden for older people. Describe how your ideas would benefit all your neighbours, and persuade them to agree with you. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your neighbour.**

**Scenario 4: Your friend has been advised to give up smoking. He/she asks you for advice. Explain the benefits of giving up smoking. Describe how smoking affects a person's body and health. Advise them of things they could use to help them stop smoking. Ask them to think about changing their lifestyle and make suggestions on ways to relax. Emphasise the advantages of being a non-smoker. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.**

*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:**

*You can sell things quicker at the car boot. You don't have to pay postage costs. It's more fun.*

**Scenario 3:**

*A lot of old people live in the area. It is good for them to meet up. They could picnic there, walk around, grow flowers and vegetables, enjoy fresh air and get some exercise. Better than watching TV and staying at home alone. It would also benefit their health.*

**Scenario 2:**

*A relaxed day out learning about history and lunch on a boat is better. We can't leave the coach in a safari park; we will be driving around for hours. I prefer walking, sightseeing, and chatting.*

**Scenario 4:**

*I don't know how to stop smoking. Maybe nicotine patches, gum or hypnotism but I'm not sure they will work. I don't like sports. Smoking makes me relax. How can I relax if I don't smoke?*

**Thank the learner. End of Examination**

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Prompt Sheet

Instructions to interlocutor

Please give the learner the correct sheets for the situations and scenarios being used in the examinations 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:** A local dog rescue centre has opened up in your town. They are looking for dog walkers. You go for an interview to explain why you want to become a dog walker. What would you say?

## **Part 2**

**Situation 2:** You have been offered a summer job in Spain working in a hotel. You need to learn Spanish but don't want to go to Spanish lessons alone and try to persuade a friend to go with you. What would you say?



**Part 2**

**Situation 3:** Your friend has just failed their university examinations and is thinking of leaving university. Give them some advice. What would you say?

**Part 2**

**Situation 4:** A friend wants to buy a wedding present and is not sure what to buy. Give your friend some advice. What would you say?

## **Part Three**

### **Scenario 1:**

**You and your friend have a lot of things you don't want; clothes, DVDs, CDs and books. Your friend suggests selling them at a car boot sale. You don't want to do this because it means getting up early and travelling to a car boot venue. You believe EBay is easier. Your friend disagrees. Explain why you think EBay is a better place to sell your things.**

**You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.**

## **Part Three**

**Scenario 2: You have been asked to arrange a day out for your friends. You have decided to book a trip to a safari park but some people do not want to go and would prefer to visit an historic castle with a boat trip. Persuade everyone that a safari park is better; giving reasons why and describing the things you can do and see there.**

**You will have two minutes to prepare your arguments. You may make notes. I will take the place of a friend.**

## **Part Three**

**Scenario 3: A new recreational area is being built in your local park and you and your neighbour have been asked to give suggestions of what you would like to have. You prefer sports and activities for children, but your neighbour would like an allotment garden for older people. Describe how your ideas would benefit all your neighbours, and persuade them to agree with you.**

**You will have two minutes to prepare your arguments. You may make notes. I will take the place of your neighbour.**

### **Part Three**

**Scenario 4: Your friend has been advised to give up smoking. He/she asks you for advice. Explain the benefits of giving up smoking. Describe how smoking affects a person's body and health. Advise them of things they could use to help them stop smoking. Ask them to think about changing their lifestyle and make suggestions on ways to relax. Emphasise the advantages of being a non-smoker.**

**You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.**

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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 where your favourite place to holiday is and why?
2. Can you name three celebrities you really like, and why?
3. Can you tell me what type of person you believe you are and why?
4. Tell me three things that you would change about your upbringing and why?
5. Do you consider yourself to be a good friend/colleague 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 the learner is struggling to think of ideas. For example, in question 4, the interlocutor may prompt by asking where do you live, did you go to church, did/do your parents work, did you spend time with your family, do you all get on well? 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:** You want to join your local health club and you would like your friend who is not very enthusiastic to join too. What would you say?

**Situation 2:** You have been left a substantial amount of money by a recently deceased distant relative. You don't really know what you should do with the money, so you speak with your family. What would you say?

**Situation 3:** You have recently been reading about yoga classes and you are keen to try it out. You feel very passionate about yoga and would like some of your closest friends to attend with you. What would you say?

**Situation 4:** Whilst studying on your iPad you noticed some comments about cyberbullying, it surprised you, you want to know more about it, so you decided to discuss it with your friend. 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 type of activities that they do. Where and when they will take place. How much they will cost.

**Situation 3:** The learners may be prompted to give information about how they feel about yoga classes. What they might learn from attending a course and the benefits that it may bring.

**Situation 2:** The learners may be prompted to discuss the amount of money involved. It was a gift meant for them to spend as they wish. The opportunities it could provide.

**Situation 4:** The learners may be prompted to say what they were looking at when they saw the writing and what it meant to them. How they felt, and why it had such an impact on 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.

**Scenario 1:** You have received your exam results and although you are very pleased with the outcome you are concerned about the reaction of your family and friends commenting on the results. How do you convince your friends and family to encourage and support you? You will have two minutes to prepare your arguments. You may make notes. I will take the place of your family/friend.

**Scenario 2:** How do you think that your favourite celebrity/artist has influenced you. What do you think are the most important aspects of their work that you have taken on board? Your friend disagrees with you. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

**Scenario 3:** You have been on holiday with your friends and family several times to the same place. You have noticed that there have been some developments in the area that have had a negative impact on the environment. Your friends and family like the changes and say it has improved the area. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend/family member.

**Scenario 4:** You have the opportunity to live in another country for twelve months as an exchange student. However, you're a little unsure whether you should adopt the new culture or keep your own. You fear this may present problems for you. You discuss this problem with your family. You will have two minutes to prepare your arguments. You may make notes. I will take the place of a family member.

*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:**

*What worries you about our responses to your results?*

*Can you explain why you feel the grades are good?*

*What support do you think you should get?*

**Scenario 3:**

*What do you think you can do?*

*Who do you know who might be able to help you?*

*Who would benefit from your input?*

**Scenario 2:**

*Not all people like this particular artist/celebrity.*

*Don't you feel that they are self-centered?*

*I'm not sure I understand why people like their work.*

**Scenario 4:**

*Surely you should adopt the new culture?*

*Isn't it true that you can only learn if you have an open mind?*

*What worries you about merging the two cultures?*

**Thank the learner.**

**End of Examination**

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**Do not allow the learner to take the prompt sheet from the room.**

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**Part 2**

**Situation 1:** You want to join your local health club and you would like your friend who is not very enthusiastic to join too. What would you say?

## **Part 2**

**Situation 2:** You have been left a substantial amount of money by a recently deceased distant relative. You don't really know what you should do with the money, so you speak with your family. What would you say?



## **Part 2**

**Situation 3:** You have recently been reading about yoga classes and you are keen to try it out. You feel very passionate about yoga and would like some of your closest friends to attend with you. What would you say?

## **Part 2**

**Situation 4:** Whilst studying on your iPad you noticed some comments about cyberbullying, it surprised you, you want to know more about it, so you decided to discuss it with your friend. What would you say?

## **Part Three**

**Scenario 1: You have received your exam results and although you are very pleased with the outcome you are concerned about the reaction of your family and friends commenting on the results. How do you convince your friends and family to encourage and support you?**

**You will have two minutes to prepare your arguments. You may make notes. I will take the place of your family/friend.**

## **Part Three**

**Scenario 2: How do you think that your favourite celebrity/artist has influenced you. What do you think are the most important aspects of their work that you have taken on board? Your friend disagrees with you.**

**You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.**

## **Part Three**

**Scenario 3: You have been on holiday with your friends and family several times to the same place. You have noticed that there have been some developments in the area that have had a negative impact on the environment. Your friends and family like the changes and say it has improved the area.**

**You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend/family member.**

### **Part Three**

**Scenario 4: You have the opportunity to live in another country for twelve months as an exchange student. However, you're a little unsure whether you should adopt the new culture or keep your own. You fear this may present problems for you. You discuss this problem with your family.**

**You will have two minutes to prepare your arguments. You may make notes. I will take the place of a family member.**

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