

**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.**

1. Can you tell me why you want to learn English and if you think it is a difficult language to learn?
2. Please describe your favourite day of the week and give three reasons for your choice.
3. Can you tell me what your holiday plans are for this year?
4. When reading a book do you prefer: a book, an ebook, an online book or a book on kindle? Give three reasons why.
5. What are the best and worst things about living in the 21<sup>st</sup> Century?

***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 if they like reading books. They could then ask if the learner reads often, if they have ever used ebooks and if they have ever used kindle. Do they find it easier to read from a website or a paper based text. What do they read? 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 have hired a petrol lawn mower for the day and paid 50 Euros. The hire charge was supposed to include the cost of a full tank of petrol. Unfortunately, after 15 minutes of use, the lawn mower ran out of petrol. You phone the hire shop to complain and tell them what action you want them to take. What would you say?

**Situation 2:** You and your friend booked two tickets for a music concert using the internet. When you arrived at the ticket office to collect them, the ticket office informed you that the booking did not go through and that you will not be able to attend the concert as it is fully booked. What would you say?

**Situation 3:** You go to a hair salon to have your hair cut, however, your usual hairdresser is away on holiday. There is another hairdresser available who can cut your hair straight away, so you agree. Unfortunately, the hairdresser does not have a lot of experience and cuts your hair too short. You complain to the hair salon. What would you say?

**Situation 4:** You have the chance to go on holiday for a week on a camping trip with your classmates. You need someone to look after your dog. You ask a friend, but they are allergic to dog fur. Persuade your friend to help you. 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 explain why they didn't check the tank of petrol when they hired the lawn mower. What action they expect the shop to take. If you pay for the petrol, will the shop give you the money back?*

**Situation 2:** *The learner may be prompted to explain how they feel about the booking not going through and missing out on the concert. What they expect the ticket office to do.*

**Situation 3:** *The learner may be prompted to explain whether they had told the hairdresser how much hair they wanted cutting off. What do they expect the salon to do about the bad haircut? Could the salon offer a free haircut or not charge for the bad haircut.*

**Situation 4:** *The learner may be prompted to explain why they want their friend to look after their dog. How long they be away for. That they will provide the dog food.*

**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 have won two tickets for a hot air balloon ride next Saturday and you invite your friend to join you. Your friend does not like heights and is worried about the health and safety of going up in a hot air balloon. The hot air balloon ride will last two hours. Convince your friend that the trip is safe and will be fun. You have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

**Scenario 2:** Your school/college is organising a community activity day and would like to invite the local school children to join in. The activities will need to be suitable for young people aged 10 to 16 years of age. Give your ideas and reasons for your suggestions to the school/college. You have two minutes to prepare the conversation. You may make notes. I will take the place of the school/college staff.

**Scenario 3:** You want to volunteer at the local cat sanctuary. You love cats and the sanctuary are advertising for volunteers, you ask your friend to go with you. Your friend isn't sure that they want to volunteer. Persuade your friend to go with you and volunteer at the sanctuary. You have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

**Scenario 4:** There is a new leisure centre in your area. You want to attend the swimming classes and have asked a family member to go with you. Your family member does not want to attend the classes. Convince your family member to go with you, telling them the benefits of attending the classes. You have two minutes to prepare the conversation. You may make notes. I will take the place of the 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. 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 do you know it is safe? Will I need any special clothing? I don't mind going up for one hour, but two hours is a long time. Can we change the time?

#### **Scenario 2:**

What activities do you think we will be able to do? Are the activities for all ages? Will the local sports centre be able to help us? How many children do you think will come?

**Thank the learner.**

#### **Scenario 3:**

I don't like cats as much as you. I am not sure I have the time to volunteer. Will we have to go every week?

#### **Scenario 4:**

I don't swim as well as you. I don't like getting water in my eyes! What about using the gym instead? Will we go every week?

**End of Examination**



**This page is intentionally blank.**

**ESOL International**

**English Speaking Examination**

**Level C1 Advanced**

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 2 - Situation 1**

**You have hired a petrol lawn mower for the day and paid 50 Euros. The hire charge was supposed to include the cost of a full tank of petrol. Unfortunately, after 15 minutes of use, the lawn mower ran out of petrol. You phone the hire shop to complain and tell them what action you want them to take.**

**What would you say?**





## **Part 2 - Situation 2**

**You and your friend booked two tickets for a music concert using the internet. When you arrived at the ticket office to collect them, the ticket office informed you that the booking did not go through and that you will not be able to attend the concert as it is fully booked.**

**What would you say?**



### **Part 2 - Situation 3**

**You go to a hair salon to have your hair cut, however, your usual hairdresser is away on holiday. There is another hairdresser available who can cut your hair straight away, so you agree. Unfortunately, the hairdresser does not have a lot of experience and cuts your hair too short. You complain to the hair salon.**

**What would you say?**



**Part 2 - Situation 4**

**You have the chance to go on holiday for a week on a camping trip with your classmates. You need someone to look after your dog. You ask a friend, but they are allergic to dog fur. Persuade your friend to help you.**

**What would you say?**

### **Part 3 - Scenario 1**

**You have won two tickets for a hot air balloon ride next Saturday and you invite your friend to join you. Your friend does not like heights and is worried about the health and safety of going up in a hot air balloon. The hot air balloon ride will last two hours. Convince your friend that the trip is safe and will be fun.**

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



### **Part 3 - Scenario 2**

**Your school/college is organising a community activity day and would like to invite the local school children to join in. The activities will need to be suitable for young people aged 10 to 16 years of age. Give your ideas and reasons for your suggestions to the school/college.**

**You have two minutes to prepare the conversation. You may make notes. I will take the place of the school/college staff.**

### **Part 3 - Scenario 3**

**You want to volunteer at the local cat sanctuary. You love cats and the sanctuary are advertising for volunteers, you ask your friend to go with you. Your friend isn't sure that they want to volunteer. Persuade your friend to go with you and volunteer at the sanctuary.**

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



### **Part 3 - Scenario 4**

**There is a new leisure centre in your area. You want to attend the swimming classes and have asked a family member to go with you. Your family member does not want to attend the classes. Convince your family member to go with you, telling them the benefits of attending the classes.**

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



NOCN Group  
Acero Building  
1 Concourse Way  
Sheaf Street  
Sheffield  
S1 2BJ

E-mail: [nocn@nocn.org.uk](mailto:nocn@nocn.org.uk)

Tel: 0300 9991177



**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.**

1. Do you have a favourite song? Why do you like it?
2. Can you tell me three things that you like about yourself, and why you like them?
3. What is the most exciting film you have ever seen? Explain why.
4. If you could live anywhere in world, where would you like to live? Give three reasons why.
5. What don't you like about where you live? 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 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 3, the interlocutor may prompt by asking: what films do you like; how do/does the films make you feel; who is your favourite actor? 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 have helped your elderly neighbour many times in the past. Now, another neighbour wants you to help them as well. You do not think you will have enough time to help two neighbours. You don't want to let either of them down. What would you say?

**Situation 2:** You have been offered a part time job in your local library. However, the hours of work that you have been asked to do will have an impact on your family life. You would like to discuss your hours of work with the library to see if they can be changed. What would you say?

**Situation 3:** Your friend has suddenly fallen ill, and will not be able to go with you on your planned day trip. Your friend feels very angry and frustrated by the situation. You suggest rearranging the trip for when they are better. What would you say?

**Situation 4:** Your parents have decided that they want to go on a cruise for 6 months next year. However, you do not think that this is appropriate. You want to convince your parents not to go, and tell your parents why it is not a good idea to leave for 6 months. 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 explain; what can they do to help both neighbours. What time they do have and what they can do for each neighbor.*

**Situation 2:** *The learners may be prompted to explain that they have family commitments and can only work certain hours. To explain what hours they are able to work.*

**Situation 3:** *The learners may be prompted to support their friend by suggesting another date for the trip to take place. To arrange another date and plan the trip for the future when the friend is better.*

**Situation 4:** *The learners may be prompted to say how much they will miss their parents. How will they cope if they go away for so long? What would happen to their housing?*

**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 enjoy the countryside very much and you feel that it should be protected. However, you have found out that a local landmark is under threat from a building company. You know you have to do something about this and have decided to talk it through with a friend. You will have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

**Scenario 2:** You have been shopping in the sales, you bought an item of clothing which had 50% off the price. While on the bus home, you decided to look at the receipt, you found that you had been charged the full price. You go back to the shop to explain that there has been a misunderstanding. You will have two minutes to prepare the conversation. You may make notes. I will take the place of the shop assistant.

**Scenario 3:** The local elections are about to start. You know a little about politics because your father used to be a local councillor. You believe that it is time for you to get involved in politics as you want to become a councillor one day. You discuss this with your family. You will have two minutes to prepare the conversation. You may make notes. I will take the place of a family member.

**Scenario 4:** You have known your best friend for a long time, however, your best friend is moving house to another town and will be at least two hours away. You are shocked by this news, and talk to your friend to make plans to stay in touch. You will have two minutes to prepare the conversation. 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. 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:**

What can we do to stop them destroying the countryside? Should we make a petition to stop the work? What do you think we can do to stop them?

#### **Scenario 2:**

How can I help you? We are very sorry for the error that has occurred. We will need to check the item tag again. We will give you a refund for the sale price.

#### **Scenario 3:**

Why are you interested in politics? Is this something that you have really thought about? You will have a lot of work to do to become a local councillor.

#### **Scenario 4:**

When are you moving? How will we get to see each other? What about using the internet or technology to keep in touch? I can always visit and stay and so can you!

**Thank the learner.**

**End of Examination**

**ESOL International**

**English Speaking Examination**

**Level C1 Advanced**

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**

**You have helped your elderly neighbour many times in the past. Now, another neighbour wants you to help them as well. You do not think you will have enough time to help two neighbours. You don't want to let either of them down.**

**What would you say?**



## **Part 2 - Situation 2**

**You have been offered a part time job in your local library. However, the hours of work that you have been asked to do will have an impact on your family life. You would like to discuss your hours of work with the library to see if they can be changed.**

**What would you say?**





**Part 2 - Situation 3**

**Your friend has suddenly fallen ill, and will not be able to go with you on your planned day trip. Your friend feels very angry and frustrated by the situation. You suggest rearranging the trip for when they are better.**

**What would you say?**



**Part 2 - Situation 4**

**Your parents have decided that they want to go on a cruise for 6 months next year. However, you do not think that this is appropriate. You want to convince your parents not to go, and tell your parents why it is not a good idea to leave for 6 months.**

**What would you say?**



### **Part 3 - Scenario 1**

**You enjoy the countryside very much and you feel that it should be protected. However, you have found out that a local landmark is under threat from a building company. You know you have to do something about this and have decided to talk it through with a friend.**

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



### **Part 3 - Scenario 2**

**You have been shopping in the sales, you bought an item of clothing which had 50% off the price. While on the bus home, you decided to look at the receipt, you found that you had been charged the full price. You go back to the shop to explain that there has been a misunderstanding.**

**You will have two minutes to prepare the conversation. You may make notes. I will take the place of the shop assistant.**



### **Part 3 - Scenario 3**

**The local elections are about to start. You know a little about politics because your father used to be a local councillor. You believe that it is time for you to get involved in politics as you want to become a counsellor one day. You discuss this with your family.**

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



### **Part 3 - Scenario 4**

**You have known your best friend for a long time, however, your best friend is moving house to another town and will be at least two hours away. You are shocked by this news, and talk to your friend to make plans to stay in touch.**

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



**This page is intentionally left blank.**



PART OF **nocn** GROUP

NOCN Group  
Acero Building  
1 Concourse Way  
Sheaf Street  
Sheffield  
S1 2BJ

E-mail: [nocn@nocn.org.uk](mailto:nocn@nocn.org.uk)

Tel: 0300 9991177