

**ESOL International
Sample 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

**NOCN ESOL International Speaking
Level C1 Advanced Paper CC
Sample Interlocutor Script**



Interlocutor:

**My name is..... and this 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 (Maximum 2 minutes)

I am now going to ask you some questions.

- 1. Can you tell me what you think about the work that charities do in your country?**
- 2. Please tell me three things you would do if you were the prime minister of your country.**
- 3. Can you tell me what your dream car would be and why?**
- 4. Tell me about a special occasion in your life.**
- 5. Tell me three things people do when they win the lottery.**

Thank the learner.

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...) so 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 give examples of special occasions, such as birthday parties, weddings, family occasions, holidays. It could be something that has been related to themselves or something they have been involved in. Interlocutors should be aiming to guide the learner towards language structures expected at this level.

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's family is planning to move to a different town. Your friend does not want to go. What advice would you give?

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

Situation 2: Your school or college has gained some funds to build an extension. The school/college asks you to give suggestions about what they should build to improve the facilities in school. (Interlocutor may repeat or rephrase the question, if necessary).

Situation 3: Your best friend has met with you. They have bought a cheap car and take you out for a ride. You hear some really loud noises coming from underneath the car and you are very worried. Your friend clearly thinks it is fantastic. 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. facilities, extension, 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 the potential benefits of moving, e.g. more facilities in the town, better employment opportunities, or that they will still be able to keep in touch using technology or they could visit. The emphasis is on the friend and not on the person in the room.

Situation 2: The learners may be prompted by giving an example of asking the learner to think about what facilities their school or college has and what would benefit it, e.g. a swimming pool, gym or computer suite.

Situation 3: If the learner gives a very simple response, such as 'I think I can hear a loud noise', the interlocutor may ask the learner to give reasons why they would say that or how their friend may feel if you say something bad about the car. 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.

You will now take part in a conversation.

Scenario 1: Your idea for an extension to your school/college may be approved; however, there is one person who thinks strongly that a different idea should go forward. Convince your opponent that you have the better idea. You will have two minutes to prepare your arguments. I will take the place of your opponent.

Scenario 2: Your friend has bought a new car, but there is something wrong with it. They are afraid of taking the car back to the garage, so they ask you to go with them to talk to the garage owner. Convince the garage owner that they should mend the car free of charge. You will have two minutes to prepare your arguments. I will take the place of the garage owner.

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:

Your idea will benefit more people at the school/college

There are similar facilities to the ones you propose already

Should consider my proposals because they offer benefits to the local community

The idea that I propose does not cost as much money so we could do another project

Scenario 2:

You must have broken it after I sold it to you

The car was fully checked before it left the garage

That is not covered by the warranty

You will have to pay part of the cost - I am not doing it free of charge

Thank the learner.

End of Examination