

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. Please reply in full sentences.

1. Do you think you are creative? Why?
2. What three things do you do that help the environment? Explain.
3. Do you prefer working in a team or on your own? Why?
4. What are three things you have done to help other people? Explain.
5. Do the seasons change your lifestyle? Why/why not?

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 2, the interlocutor may prompt by asking the learner to think about their use of plastic, whether they recycle, what transport they use. 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 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.

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

Situation 1: Your sibling is struggling with learning to read English. You want to help them. Speak to them and give them some advice and reassurance. What would you say?

Situation 2: One of your colleagues at work is disappointed because they didn't get a promotion. You talk to them about the positives they could focus on. What would you say?

Situation 3: You have two international students staying in your home for a week. When they arrive, you give them important information about your house and local area. What would you say?

Situation 4: You are planning a surprise for your friend's birthday. Call the local bakery and order them a personalised cake. 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 with what kind of support they can offer their sibling with their reading.

Situation 2:

The learner may be prompted to say what things they could focus on, such as any improvements they could make in their work or taking on extra roles.

Situation 3:

The learner may be prompted to describe their house and give information about public transport.

Situation 4:

The learner may be prompted to describe the flavour, size and design of the cake.

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 work in a hotel and would like to do a hospitality and catering course. Persuade your manager to support your application and allow you to reduce your hours, so you can complete the course at college. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your manager.

Scenario 2: Your college is offering five students the opportunity to do two weeks of paid work experience abroad this summer. Convince your teacher that you should be given this opportunity. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your teacher.

Scenario 3: A local radio station is offering one listener the chance to film a video for the station at a music festival this summer. Convince the producer why you could make a great video for their channel. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the producer.

Scenario 4: You want to volunteer at your local hospital. This role would include serving patients their lunch and dinner and spending some time reading with them. Convince the volunteer coordinator why you would be suitable for this work. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the coordinator.

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:

Why do you want to do this course?
How many hours will you need to reduce?
Why will this course benefit you and this hotel?

Scenario 2:

What work experience do you want to do?
Where do you want to go?
What do you think you would gain from this opportunity?

Scenario 3:

Why do you want to create a video at this event?
What experience do you have in filming?
What artists would you like to meet?

Scenario 4:

Why do you want to volunteer?
Have you worked with hospital patients before?
How would you help the patients?

Thank the learner.

End of Examination.



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Level C1 Advanced

Instructions to interlocutor

Please give the learner the correct sheets for the situations and scenarios being used in the examination 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 or scenarios not being used.



Part Two - Situation 1

Your sibling is struggling with learning to read English. You want to help them. Speak to them and give them some advice and reassurance.

What would you say?



Part Two - Situation 2

One of your colleagues at work is disappointed because they didn't get a promotion. You talk to them about the positives they could focus on.

What would you say?



Part Two - Situation 3

You have two international students staying in your home for a week. When they arrive, you give them important information about your house and local area.

What would you say?



Part Two - Situation 4

You are planning a surprise for your friend's birthday. Call the local bakery and order them a personalised cake.

What would you say?



Part Three - Scenario 1

You work in a hotel and would like to do a hospitality and catering course. Persuade your manager to support your application and allow you to reduce your hours, so you can complete the course at college.

You will have two minutes to prepare your arguments. You may make notes. I will play the role of your manager.



Part Three - Scenario 2

Your college is offering five students the opportunity to do two weeks of paid work experience abroad this summer. Convince your teacher that you should be given this opportunity.

You will have two minutes to prepare your arguments. You may make notes. I will play the role of the teacher.



Part Three - Scenario 3

A local radio station is offering one listener the chance to film a video for the station at a music festival this summer. Convince the producer why you could make a great video for their channel.

You will have two minutes to prepare your arguments. You may make notes. I will play the role of the producer.



Part Three - Scenario 4

You want to volunteer at your local hospital. This role would include serving patients their lunch and dinner and spending some time reading with them. Convince the volunteer coordinator why you would be suitable for this work.

You will have two minutes to prepare your arguments. You may make notes. I will play the role of the coordinator.



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

E-mail: nocn@nocn.org.uk

Tel: +44 (0) 0300 999 1177