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 work most effectively when you're alone or with others? Why?

2. Tell me three things teenagers do which their parents find annoying.

3. Would you like to have a robot? Why?

4. What three things do you think are important in a healthy diet? Why?

5. What type of career would you like to have, 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 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 about the benefits of a balanced diet, whether the learner believes they have a healthy diet, or what challenges they face in maintaining it. 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.

Situation 1: You are a university student. You have lost the motivation to study and go to classes. You go to the health centre and talk to a health officer. What would you say?

Situation 2: You need to rent a flat. You see an advertisement for a flat that matches your needs. Call the rental agent. What would you say?

Situation 3: You have been invited over for dinner by a friend. You have specific dietary requirements. Call your friend. What would you say?

Situation 4: You went to a music concert with work colleagues. You decide to tell your friend about how good it was. Call 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. 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 how long they have felt this way and if they have any idea why.

Situation 2:
The learner may be prompted to specify what specific details are important for them when renting a flat.

Situation 3:
The learner may be prompted with what dietary requirements there are e.g. vegetarian, vegan, gluten free etc.

Situation 4:
The learner may be prompted to talk about who they went with, what type of music it was, what the venue was like.

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: Your friend wants to participate in a quiz competition, but they are nervous about having a lack of knowledge. You have confidence in your friend's abilities. Convince them to give it a try. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

Scenario 2: You and your friend are discussing whether good managers or friendly colleagues are more important in a job. You think good managers are more important. Convince your friend of your view. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

Scenario 3: You need a few days off for a personal matter, but your boss seems hesitant to grant the time off. Persuade your boss to give you permission. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your boss.

Scenario 4: You and a colleague are working on a group presentation. Your colleague is reluctant to contribute. Persuade them that they need to participate more. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your colleague.

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:
We work as a team and I value your knowledge.
It is just a bit of fun and you'll enjoy it.
Think of all that general knowledge you have.

Scenario 2:
Good relationships boost job satisfaction.
Supportive colleagues enhance teamwork.
Friendly colleagues make work more enjoyable and less stressful.

Scenario 3:
We're facing a tight deadline on a project.
Several employees are already on leave.
Your absence could delay some tasks.

Scenario 4:
I'm too busy with other commitments.
You're better at this, so you should do it.
I'm not confident and don't want to mess up.

Thank the learner.

End of Examination.

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