

**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)**

**'This is the NOCN ESOL International Speaking examination, (level), (date) for
(learner's name)'.**

This is Part 1 of the Speaking Examination: Personal information. (Approx 2 minutes)

(Additional questions may be asked to prompt deeper responses).

I am now going to ask you some questions.

- 1. Can you tell me about what types of employment or industries you have near your home?**
- 2. Please tell me three places you would most like to visit if you won a 'round the world trip' and why.**
- 3. If you could live anywhere in the world, where would it be and why?**
- 4. What would you improve about your local area and why?**
- 5. Tell me three things people can do if they want to find a job.**

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... or and where...), 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 1, the interlocutor may give examples of different types of industry, e.g. tourism, manufacturing. Question 3: This question is aimed at choosing anywhere at all, so money is no object. 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. (Approx 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 wants to buy a new car as he/she has just passed their driving test. He/she asks you for advice. What would you say?

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

Situation 2: Your school or college is holding a concert in aid of a local charity. You are selling tickets. How would you persuade someone to buy a ticket as they are quite expensive? What would you say?

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

Situation 3: You have bought a new laptop from a shop. It will not start up properly and you have lost all your documents. You take it back to the shop. What would you say?

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

Situation 4: Your friend has just had his or her hair cut. He/She is not happy with the hair style and asks you for your opinion and some advice about what to do. 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. principal, permission, 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 type of car a newly qualified driver may choose, the size, the power, the economy, the cost.

Situation 2: The learners may be prompted by asking what would be the benefit to the individual and the charity of buying a ticket, even though they are expensive.

Situation 3: If the learner gives a very simple response, such as 'Can I have my money back?' the interlocutor may ask the learner to give reasons why the shop should give a refund or even a repair. The interlocutor may challenge the reasons given and ask for justification for this.

Situation 4: The learners may be prompted to carefully consider what they say in response to this as they could upset their friend even more. They could be prompted about whether they had had a similar experience and asked what they did about it: tried to restyle it themselves, leave it as it is or go back to the hairdressers'/barbers'.

Thank the learner.

This is Part 3 of the Speaking Examination. (Approx 6 minutes)

The interlocutor chooses one scenario 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.

Scenario 1: You will now take part in a conversation. There has been a lot of crime in the local area. You have some ideas about how to tackle the issues, but your friend thinks they will not work. Convince your friend that your ideas can work. You will have two minutes to prepare your arguments. I will take the place of your friend.

Scenario 2: You will now take part in a conversation. A mobile phone that you bought 12 months ago now does not work. You ring the call centre and ask for a replacement, but the call centre advisor is not very helpful. Convince the advisor that you should have a replacement. You will have two minutes to prepare your arguments. I will take the place of the call centre advisor.

Scenario 3: You will now take part in a conversation. You go on holiday and you find your hotel room is in a dreadful condition. You speak to the receptionist to try and get another room but she/he is not very helpful. Convince the receptionist that you should have another room. You will have two minutes to prepare your arguments. I will take the place of the receptionist who does not want to help.

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:

Disagree with whatever the learner comes up with. Your ideas may include:

- *Additional cameras in the streets to record what is happening*
- *Additional police patrols*
- *New laws being introduced to reduce the number of young people on the streets in groups or to introduce a curfew when young people must be off the street*
- *No drinking of alcohol on the streets*

Scenario 2:

The phone is on a contract but there is no insurance for damage after the first 6 months

The warranty ran out yesterday.

You can pass the caller to your manager, but the answer will be the same.

The caller should have taken more care of the phone and there is nothing you can do - they will have to buy another phone.

Scenario 3:

The room was cleaned this morning and it was checked. Everything was fine.

You only have executive rooms left and the room is a standard room, so there would be an additional cost.

You will have to speak to the manager but she is not in at the moment - call back later.

You are only here for a week and surely it is not that much of a problem.

Thank the learner.

End of Examination