

ESOL International
English Speaking Examination
Level C2 Proficient

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 Proficient User Level C2. Today is (date).

The learner's name is Please state your name for the recording(learner name).

This is Part 1 of the Speaking Examination. (Approximately 3.5 minutes)

I am now going to ask you some questions.

1. Can you tell me about your plans for the future?
2. Tell me three things you would like to accomplish in your life and explain why.
3. In your opinion, which is better; buying an expensive house or a top of the range car? Please give reasons why.
4. What are the three best Apps on your phone or on your computer, and why?
5. Do you think technology makes life more complicated or easier, 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. The questions may be rephrased slightly to ensure that in questions where there are two parts (i.e. and why...), 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 whether they believe buying an expensive house with a cheaper car is better than buying a cheaper house and an expensive car. Which would they prefer? Do they believe these decisions depend upon the age of the person? The 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 had a backache for three weeks. You have been trying to make an appointment with the GP. Every time you book an appointment, it is cancelled at the last minute because of emergencies. You are not very happy about this and contact the GP Surgery to complain. What would you say?

Situation 2: You have been offered a part-time job working in a large department store. You need to say which area you wish to work in and why. What would you say?

Situation 3: You would like more information about joining the Botanical Garden Society. They have plants from all over the world, a butterfly farm, fish and exotic birds, a café restaurant and often organise special musical events. You phone them up. What would you say?

Situation 4: You bought a new coat at the weekend. The first time you wore the coat, the zip broke. You go back to the shop but they do not have the same coat in stock. There is another similar coat, but it costs £10 more. You don't really want to spend an extra £10 and you urgently need a coat for your trip tomorrow. 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.*

In Part 2 the interlocutor may ask additional questions to probe the learner's answers.

Situation 1: *The learners may be prompted to think about: how long they have had back-ache, what caused the back-ache, what have they done to help themselves; do they take painkillers, use a hot water bottle or have they been to the chemist for their advice.*

Situation 3: *The learners may be prompted to think about: what type of membership they want, if they would like a free newsletter sent to them and how, what kind of music they like, if they have ever visited a botanical garden before.*

Situation 2: *The learners may be prompted to think about: why they want to work in their chosen area; their skills and qualities and knowledge that they can offer and what they could learn from the experience.*

Situation 4: *The learners may be prompted to think about: what they were doing when the zip broke, if they want a similar coat for an extra £10 or would they prefer to have their money back.*

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.

Scenario 1: After a very windy night, you wake up and find a large amount of household rubbish has blown all down the street. The street is in a terrible state. You have an idea to organise a litter pick up and try to persuade your neighbours to help you but they think the council should clean the street. You will have two minutes to prepare your arguments. You may make notes. I will take the place of a neighbour.

Scenario 2: Every year you go on holiday with your friend. This year your friend wants to cycle around Girona in Spain. You hate cycling and are worried about being unsafe cycling around roads you are not familiar with. It sounds like hard work, not a holiday and if it rains you will get wet all the time. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

Scenario 3: You haven't been sleeping well lately and are beginning to find life very stressful. Your friend says they also lack energy lately and are finding life boring. You read an article about a new relaxation class in the local sports centre. Persuade your friend to go with you. Tell them about the benefits of meditation and yoga. The classes cost less than five euros for two hours. You will have two minutes to prepare your argument. You may make notes. I will take the place of your friend.

Scenario 4: A workmate is having a baby but you don't know if the baby is a boy or girl. You have collected some money to buy them a gift. You want to buy baby clothes. Your friend disagrees. You will have two minutes to prepare your arguments. 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. Ideas that you may use include:*

Scenario 1:

*We pay tax so the council should clean the street.
There could be dangerous things in the rubbish.
The rubbish contains rotten food and is unhealthy to touch.
Rubbish from other streets may be blown into our street after we pick it up, it's a waste of time.*

Scenario 3:

*When and how often do the classes run?
Are they free? Do I need to wear any special clothes or buy a yoga mat?
Are there any showers we can use?
Is the teacher qualified?
How will the classes benefit me?*

Scenario 2:

You can use an electric bike that you don't have to pedal. We can get to places quicker by taking small roads and the views will be spectacular. The roads will be safe to use because Girona is a cycling paradise. It's a cheap way to travel around. The weather is perfect for cycling.

Scenario 4:

Baby clothes are boring and we won't get much for our money. People always buy them. Babies grow so quickly, the clothes won't be used for long. It's better to buy practical things like creams, lotions, nappies, talc, shampoo and teething gel.

Thank the learner. End of Examination

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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.

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Part 2

Situation 1: You have had a backache for three weeks. You have been trying to make an appointment with the GP. Every time you book an appointment, it is cancelled at the last minute because of emergencies. You are not very happy about this and contact the GP Surgery to complain. What would you say?

Part 2

Situation 2: You have been offered a part-time job working in a large department store. You need to say which area you wish to work in and why. What would you say?

Part 2

Situation 3: You would like more information about joining the Botanical Garden Society. They have plants from all over the world, a butterfly farm, fish and exotic birds, a café restaurant and often organise special musical events. You phone them up. What would you say?

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Scenario 4: A workmate is having a baby but you don't know if the baby is a boy or girl. You have collected some money to buy them a gift. You want to buy baby clothes. Your friend disagrees.

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

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My name is..... and this is the NOCN Speaking Examination at Proficient User Level C2. Today is (date).

The learner's name is Please state your name for the recording(learner name).

This is Part 1 of the Speaking Examination. (Approximately 3.5 minutes)

I am now going to ask you some questions.

1. Do you have a talent to do something that no one or few people know about?
2. Can you tell me three achievements you consider memorable and why?
3. What do you consider to be your most important relationship and why?
4. What are the three most essential characteristics you look for in friend and why?
5. If you are a pet lover, what sort of pets would you 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. The questions may be rephrased slightly to ensure that in questions where there are two parts (i.e. and why...), the learner responds fully. The interlocutor may also give an example if the learner is struggling to think of ideas. For example, in question 4, the interlocutor may prompt by asking, would the looks of the person be important? would it be their popularity? their personality? Interlocutors should be aiming to guide the learner towards language structures expected at this level.

Thank the learner.

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Please listen carefully and tell me what you would say in these situations.

Situation 1: You have been asked a hypothetical question by your closest friend. He asked where in the world would you be if you had the choice? What would you say?

Situation 2: Given that you really enjoy education and the natural world, would you prefer to be a teacher or an environmentalist? What would you say?

Situation 3: Given that you are looking for a career as a film maker/producer/director what genre would you consider for your first film and where might it be filmed. What would you say?

Situation 4: If you felt that you were being put under constant pressure by your employer, for whom you work part time, how would you deal with this situation? 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.*

In Part 2 the interlocutor may ask additional questions to probe the learner's answers.

Situation 1: *The learners may be prompted to think about: what are their dreams; where would they go; what adventures they could have.*

Situation 3: *The learners may be prompted to think about: the type of films making; science fiction film; fantasy; documentary; what is of real interest?*

Situation 2: *The learners may be prompted to think about: what would fulfill their needs/desires; what would benefit them and the people most; which would use their skills, qualities and knowledge the most.*

Situation 4: *The learners may be prompted to think about: confide with a fellow worker; seek advice off your parents; approach senior management.*

Thank the learner.

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

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Interlocutor: You will now take part in a conversation.

Scenario 1: Your parents have informed you recently that they are considering moving to a home in the country so that they can raise you and your siblings in a safer environment. You are far from happy with this decision and don't want to leave. You will have two minutes to prepare your arguments. You may make notes. I will take the place of one of your parents.

Scenario 2: Having carried out numerous researches for your new assignment about the current state of the planet, you now believe that climate change is a real threat and will cause many problems unless it is controlled. You discuss the issues with your friend. You will have two minutes to prepare your discussion. You may make notes. I will take the place of your friend.

Scenario 3: You take part in a school initiative to educate people about throwing away unwanted goods and belongings when there are people in need. Why aren't they being recycled for the good of those in need? You speak with your friend about ideas to recycle these reusable goods more efficiently and reduce unnecessary useable waste. You will have two minutes to prepare your argument. You may make notes. I will take the place of your friend.

Scenario 4: You are planning a trip to see an historical monument built by the Vikings in the next town. You are excited about this because you are very passionate about the history surrounding your towns and country. Your parents are going with you and you have asked a friend to come also. The problem you have is that your friend is not as interested in history as you are and may not come. You will have two minutes to prepare your argument. 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. Ideas that you may use include:*

Scenario 1:

Why wouldn't you want to move to the county side?

You will make new friends and have new experiences.

The rest of your family and relatives feel it's the right thing to do.

Scenario 3:

What sort of unwanted waste is being thrown away?

Are there many outlets where they can be put?

Who will take the time to monitor and distribute these items?

Scenario 2:

Can climate change be reversed?

What effect will it have on the larger towns and cities?

What effect will it have on sea level and animal and plant life?

Scenario 4:

Where are you planning on going?

Why is it that important to see this monument?

Are there other things we can do?

How much will the trip cost?

Thank the learner.

End of Examination

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