

**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 Level C2. 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.**

1. Can you tell me where you were born and where you grew up?
2. Please give three examples of what it is like to be an English language student.
3. What kind of music do you like listening to and how does it make you feel?
4. Can you describe three meals you really enjoy eating and why.
5. What is the best kind of exercise for you to do? Why do you enjoy doing it?

***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, 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 the learner what meals they usually eat. They could then ask if the learner has any food allergies or special dietary requirements and if so, what? They could ask about food preferences for sweet food, spicy food or if they like to try new things they have never eaten before. 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 are 20 minutes late for work because there was an accident on the road between a truck and a car. The road was blocked and the bus was delayed. Apologise to your manager and explain what happened. You offer to work extra time. What would you say?

**Situation 2:** You need to buy a present for your friend who is getting married on Saturday. You think a kettle and toaster is a good idea. Ask your friend if they want to buy the gifts with you. What would you say?

**Situation 3:** You bought a new pair of trousers two weeks ago, you put them on for the first time today, and the zip broke. You take them back to the shop but the shop assistant has refused to replace them because you have lost the receipt. The trousers still have their price labels attached. Speak to the shop manager and tell them what has happened. What would you say?

**Situation 4:** You need help moving out of your house today. You contacted a removals company by phone, spoke to Jon, and booked them to arrive at 10am but they have arrived two hours early. You are not ready to move yet and are not happy. Persuade them to come back at 10am. 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 why they are late, what exactly had happened and how they are going to work the extra time to make up for the lost time.*

**Situation 2:** *The learner may be prompted to explain why they think a toaster and kettle is a good idea. Prompt the learner to say why buying a present together is better.*

**Situation 3:** *The learner may be prompted to explain when they bought the trousers and whether they had tried them on before they left the shop. The learner may be prompted to say that they shop there regularly and have not had any issues previously.*

**Situation 4:** *The learner may be prompted to explain what time they booked the removals company and how they made the booking and who they spoke with. Prompt them to negotiate a later time today.*

**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 have an opportunity to go on a trip to Italy to see the Trevi Fountain, the name of Trevi comes from Tre Vie (three ways), as the fountain was the meeting point of three streets. You are interested in going as part of your studies. The trip is partially funded by the school/college. Persuade your family to let you go on the trip. You will have two minutes to prepare the conversation. You may make notes. I will take the place of a family member.

**Scenario 2:** You have inherited a relative's house. You would love to live in it but can't at the moment. You think it will be a good idea to rent the house. Your friend is worried about this. Convince your friend that it is a good idea. Explain how long you will be looking to rent the house for and what you will do with any money you make from renting. You will have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

**Scenario 3:** You have seen an advertisement for a bargain holiday to Spain for two weeks. The holiday is for two people and only costs 350 Euros each. You have always wanted to visit Spain but don't want to go on your own. Persuade a friend to join you. Convince them why you think it would be a good idea to go on holiday together. Suggest things you could do on holiday. You will have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

**Scenario 4:** You are interested in conservation; you have contacted [wildlifesence.com](http://wildlifesence.com) to ask for more information. The organisation carries out research projects to improve understanding of the sea in order to protect wildlife. You want to volunteer to be a researcher. Explain to your family why you want to volunteer and the importance of the organisation. You will have two minutes to prepare the conversation. You may make notes. I will take the place of a family member.

#### **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:**

When will the trip take place.  
How will we afford to pay for the trip?  
How long will you be away for?

#### **Scenario 2:**

You are only young, why don't you sell the house and keep the money for when you want to buy your own house? There are a lot of responsibilities involved with renting.  
Perhaps you should use a registered estate agent.

#### **Scenario 3:**

I don't know if I can afford it.  
We haven't been on holiday together before; two weeks is a very long time.  
I prefer quieter holidays, what about you?

#### **Scenario 4:**

I didn't know that you were interested in volunteering. How will you be able to do the research? Will you have to travel or can you volunteer and work from home?

**Thank the learner.**

**End of Examination**



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Instructions to interlocutor

Please give the learner the correct sheets for the scenarios being used in the examination for Part Two and Part Three.

The learner must complete two scenarios 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 scenarios not being used.**



**Part 2 - Situation 1**

**You are 20 minutes late for work because there was an accident on the road between a truck and a car. The road was blocked and the bus was delayed. Apologise to your manager and explain what happened. You offer to work extra time.**

**What would you say?**





**Part 2 - Situation 2**

**You need to buy a present for your friend who is getting married on Saturday. You think a kettle and toaster is a good idea. Ask your friend if they want to buy the gifts with you.**

**What would you say?**



### **Part 2 - Situation 3**

**You bought a new pair of trousers two weeks ago, you put them on for the first time today, and the zip broke. You take them back to the shop but the shop assistant has refused to replace them because you have lost the receipt. The trousers still have their price labels attached. Speak to the shop manager and tell them what has happened.**

**What would you say?**



**Part 2 - Situation 4**

**You need help moving out of your house today. You contacted a removals company by phone, spoke to Jon, and booked them to arrive at 10am but they have arrived two hours early. You are not ready to move yet and are not happy. Persuade them to come back at 10am.**

**What would you say?**



### **Part 3 - Scenario 1**

**You have an opportunity to go on a trip to Italy to see the Trevi Fountain, the name of Trevi comes from Tre Vie (three ways), as the fountain was the meeting point of three streets. You are interested in going as part of your studies. The trip is partially funded by the school/college. Persuade your family to let you go on the trip.**

**You will have two minutes to prepare the conversation. You may make notes. I will take the place of a family member.**



### **Part 3 - Scenario 2**

**You have inherited a relative's house. You would love to live in it but can't at the moment. You think it will be a good idea to rent the house. Your friend is worried about this. Convince your friend that it is a good idea. Explain how long you will be looking to rent the house for and what you will do with any money you make from renting.**

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

### **Part 3 - Scenario 3**

**You have seen an advertisement for a bargain holiday to Spain for two weeks. The holiday is for two people and only costs 350 Euros each. You have always wanted to visit Spain but don't want to go on your own. Persuade a friend to join you. Convince them why you think it would be a good idea to go on holiday together. Suggest things you could do on holiday.**

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



### **Part 3 - Scenario 4**

**You are interested in conservation; you have contacted [wildlifesence.com](http://wildlifesence.com) to ask for more information. The organisation carries out research projects to improve understanding of the sea in order to protect wildlife. You want to volunteer to be a researcher. Explain to your family why you want to volunteer and the importance of the organisation.**

**You will have two minutes to prepare the conversation. You may make notes. I will take the place of a family member.**



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***Interlocutor:***

**My name is..... and this is the NOCN Speaking Examination at Proficient Level C2. 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.**

1. Can you tell me what you plan to do next year and why?
2. Please describe three things you like about yourself and why.
3. If you could visit a landmark in your country, what would you visit and why?
4. Can you tell me three things you would buy your friend for their birthday, and why?
5. What has been the most exciting thing you have ever done and how did it make you feel?

***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, 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 talk about their character, their personality and what in particular they like about their appearance. 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:** Your family have ordered a new bed for you online with the same day delivery as your bed is broken. Unfortunately, the bed didn't arrive as expected, and you had to sleep on the sofa. You contact the company to complain. What would you say?

**Situation 2:** You are going for an interview for a part-time job in a clothes shop. You will need to talk about yourself; your skills and qualities and why you would like to work in a clothes shop. You practice for the interview. What would you say?

**Situation 3:** You are helping to arrange a fundraising event for charity as part of your studies. As part of a team of three, you need to choose a charity and state why the group should support this charity, and how it will be advertised. You speak to the members of your group. What would you say?

**Situation 4:** You are in the shopping centre and meet an old friend who you haven't seen for two years. They ask about your family, where you live now and what you are doing. 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 learners may be prompted to think about: when they expected the bed to be delivered, why they are disappointed, what they expect to happen now.*

**Situation 2:** *The learners may be prompted to discuss: why they want to work in a clothes shop. What skills and qualities they have that would be suitable for a shop assistant.*

**Situation 3:** *The learners may be prompted to think about a charity they would like to support and why. What ideas they have about raising money and how they would persuade people to join in. Where they would hold the event and how long the event would last.*

**Situation 4:** *The learners may be prompted to say how their family are, where they live, where they study and/or work, what they like to do in their free time, what their plans are for the future and whether they would like to meet up again.*

**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 think that all the neighbours where you live should have a meeting to talk about how they can help each other; some neighbours are elderly, others have children and some live alone. Your friend next door does not agree with this. Convince your friend it is a good idea. You will have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

**Scenario 2:** The government have announced that there will not be a collection of household rubbish due to strikes. You are concerned about the smell of the rubbish attracting vermin, as well as the impact on the beautiful place where you live. Speak to your Council representative and convince him/her that something needs to be done to stop the strikes. You will have two minutes to prepare the conversation. You may make notes. I will take the place of the Council representative.

**Scenario 3:** You and your friend are looking for volunteer activities to do in the summer months. You have seen some information about dolphin projects. The project is for the protection of dolphins and their environment. Discuss with your friend when you are able to volunteer and what you think you will get out of this experience. You will have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

**Scenario 4:** Your College needs models to pose for artists on a painting course. They will pay you for your time. You have to sit for two hours in a suitable pose such as reading a newspaper, drinking a cup of tea or brushing your hair whilst looking in a mirror. Persuade a friend to go with you. Your friend is too nervous to be a model, but convince him/her that it would be a good idea. You will have two minutes to prepare the conversation. 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. 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:**

*I'm too busy and have no spare time to help others.*

*I'll be too tired after working/studying all day.*

*I am shy and don't know all of our neighbours.*

#### **Scenario 3:**

*When do you think we can go? I am so excited about volunteering and seeing! Do you think we will see dolphins? How long shall we go for?*

#### **Scenario 2:**

*The Council is trying to save money and we don't have enough trucks to take away all of the rubbish. We are trying to resolve the strike and collect the bins. We expect waste collection to be back to normal in a couple of weeks.*

#### **Scenario 4:**

*I find it difficult to sit still and concentrate.*

*I am self-conscious about people looking at me.*

*I don't have time to do it.*

**Thank the learner.**

**End of Examination**



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**Part 2 - Situation 1**

**Your family have ordered a new bed for you online with the same day delivery as your bed is broken. Unfortunately, the bed didn't arrive as expected, and you had to sleep on the sofa. You contact the company to complain.**

**What would you say?**





## **Part 2 - Situation 2**

**You are going for an interview for a part-time job in a clothes shop. You will need to talk about yourself; your skills and qualities and why you would like to work in a clothes shop. You practice for the interview.**

**What would you say?**



## **Part 2 - Situation 3**

**You are helping to arrange a fundraising event for charity as part of your studies. As part of a team of three, you need to choose a charity and state why the group should support this charity, and how it will be advertised. You speak to the members of your group.**

**What would you say?**



**Part 2 - Situation 4**

**You are in the shopping centre and meet an old friend who you haven't seen for two years. They ask about your family, where you live now and what you are doing.**

**What would you say?**



**Part 3 - Scenario 1**

**You think that all the neighbours where you live should have a meeting to talk about how they can help each other; some neighbours are elderly, others have children and some live alone. Your friend next door does not agree with this. Convince your friend it is a good idea.**

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



### **Part 3 - Scenario 2**

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### **Part 3 - Scenario 3**

**You and your friend are looking for volunteer activities to do in the summer months. You have seen some information about dolphin projects. The project is for the protection of dolphins and their environment. Discuss with your friend when you are able to volunteer and what you think you will get out of this experience.**

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### **Part 3 - Scenario 4**

**Your College needs models to pose for artists on a painting course. They will pay you for your time. You have to sit for two hours in a suitable pose such as reading a newspaper, drinking a cup of tea or brushing your hair whilst looking in a mirror. Persuade a friend to go with you. Your friend is too nervous to be a model, but convince him/her that it would be a good idea.**

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



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