

ESOL International

English Speaking Examination

Level C2 Proficient

Instructions to interlocutor

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

The learner must complete two situations for Part Two and one scenario for Part Three.

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. What is your favourite kind of weather and how does it make you feel?
2. Tell me three different ways of cooking an egg. Which do you prefer and why?
3. If you could have anything in the world, what would it be? Why?
4. Tell me three advantages of having a computer? Why?
5. Why should you do extra schoolwork and study at home? Explain 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, 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 name different kinds of food that are cooked using eggs and which of those they like to eat. They could then ask the learner how they cook the recipes, for example boil an egg, fry an egg, mix with milk and flour and bake. 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 always eat at the same restaurant every Saturday and last week you were given a voucher for a free meal for two people. You invite your friend to have a meal with you. You tell them about the voucher, but the waiter does not accept the voucher. You ask to speak to the restaurant manager. What would you say?

Situation 2: Last week you ordered a new mobile phone which cost 300 euros. You have been waiting for it to arrive in the post but it still hasn't come. You are tired of waiting and phone the mobile phone company to find out what is happening. The company said they sent it to you a week ago. What would you say?

Situation 3: Your friend has decided to give up college because they are not coping well with their studies. You think this is a bad idea. You give your friend some advice. What would you say?

Situation 4: You were shopping in a supermarket when you slipped on a spilt drink on the floor and hurt your ankle. There was no warning sign so you didn't know about the danger of the wet floor. You complain to the manager. 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 they got the voucher. Prompt the learner to say how they felt about the waiter and what he said, and what action they would like the manager to take.*

Situation 2: *The learner may be prompted to explain what kind of phone they ordered. Prompt the learner to ask about how the company track the phone. How do they feel about the company's response and what action do they want the company to take.*

Situation 3: *The learner may be prompted to explain why it is not a good idea to leave education and why they believe education is so important. Prompt the learner to say how they could help their friend with their studies.*

Situation 4: *The learner may be prompted to explain exactly what happened and what action they want the manager to take to make sure this kind of accident does not happen to anyone else.*

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: It is your birthday and you want your family to give you some money to spend. Your family would prefer to buy you something more practical or give you a gift voucher. Persuade your family that money is the perfect gift. You will have two minutes to prepare your conversation. You may make notes. I will take the place of a family member.

Scenario 2: You want to learn how to scuba dive and ask your friend to join a course with you. Your friend is scared of deep water. Persuade them it is safe and that it is an exciting, once in a lifetime chance to do something adventurous. You will have two minutes to prepare your conversation. You may make notes. I will take the place of your friend.

Scenario 3: You would like to join a weekly yoga and meditation group but don't want to go alone. You ask your friend to go with you but they are not sure. Convince them to go with you and convince them it would help them. You will have two minutes to prepare your conversation. You may make notes. I will take the place of your friend.

Scenario 4: You want to start a campaign to clean up the local park. There are many problems at the moment; broken park equipment, graffiti and litter. Convince the Council that this is a good idea and will benefit local people. You will have two minutes to prepare your conversation. You may make notes. I will take the place of the council representative.

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 don't like the idea. What would you buy with the money? How would you spend it wisely? How much money would you want? I think gift vouchers are the same as money, what do you think?

Scenario 2:

I hate deep water. Why do you want to do scuba diving? What is good about diving into the sea? What kinds of things can you find on the seabed? How will I be safe? Why can't we just go swimming?

Scenario 3:

I don't know if I will like it? What is meditation exactly? How do you do it? How will yoga and meditation help me? How often do we have to go? Why can't we just do meditation at home?

Scenario 4:

How will it benefit the local people? How will you start the campaign? What kinds of things are you planning to do? How do you want the Council to help? What are you going to ask people to do?

Thank the learner.

End of Examination



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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 always eat at the same restaurant every Saturday and last week you were given a voucher for a free meal for two people. You invite your friend to have a meal with you. You tell them about the voucher, but the waiter does not accept the voucher. You ask to speak to the restaurant manager.

What would you say?



Part 2 - Situation 2

Last week you ordered a new mobile phone which cost 300 euros. You have been waiting for it to arrive in the post but it still hasn't come. You are tired of waiting and phone the mobile phone company to find out what is happening. The company said they sent it to you a week ago.

What would you say?



Part 2 - Situation 3

Your friend has decided to give up college because they are not coping well with their studies. You think this is a bad idea. You give your friend some advice.

What would you say?



Part 2 - Situation 4

You were shopping in a supermarket when you slipped on a spilt drink on the floor and hurt your ankle. There was no warning sign so you didn't know about the danger of the wet floor. You complain to the manager.

What would you say?



Part 3 - Scenario 1

It is your birthday and you want your family to give you some money to spend. Your family would prefer to buy you something more practical or give you a gift voucher. Persuade your family that money is the perfect gift.

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



Part 3 - Scenario 2

You want to learn how to scuba dive and ask your friend to join a course with you. Your friend is scared of deep water. Persuade them it is safe and that it is an exciting, once in a lifetime chance to do something adventurous.

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Part 3 - Scenario 3

You would like to join a weekly yoga and meditation group but don't want to go alone. You ask your friend to go with you but they are not sure. Convince them to go with you and convince them it would help them.

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



Part 3 - Scenario 4

You want to start a campaign to clean up the local park. There are many problems at the moment; broken park equipment, graffiti and litter. Convince the Council that this is a good idea and will benefit local people.

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



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