

**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

**NOCN ESOL International Speaking
Level C2 Proficient
LIVE Summer 2016
Speaking Booklet**



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's name).

This is Part 1 of the Speaking Examination. (Approximately 2 minutes)

I am now going to ask you some questions.

- 1. What is your favourite hobby/what was your favourite hobby as a child?**
- 2. Please tell me three things people can do to stay healthy.**
- 3. If you could live anywhere in the world, where would you live and why?**
- 4. How much money do you need to be happy?**
- 5. Tell me three things people could do to save money.**

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 2, the interlocutor may give examples related to themselves e.g. I can join a gym. For Question 5, the interlocutor may ask how much money you need to spend on certain things, such as food shopping.

Thank the learner.

This is Part 2 of the Speaking Examination. (Approximately 6 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: You own a shop selling environmentally friendly clothes. A tourist comes to your shop and looks at your products. Convince the tourist that your products are the best. What would you say?

(Interlocutor may repeat or rephrase the question if necessary)

Situation 2: You are working in a restaurant as a waiter/waitress. A customer has ordered a particular meal from the menu which is no longer available. You need to apologise and offer a solution. What do you say?

(Interlocutor may repeat or rephrase the question if necessary)

Situation 3: A group of friends are waiting for you in a restaurant but you are stuck in traffic and you will be 30 minutes late. You need to explain and apologise. What do you say?

(Interlocutor may repeat or rephrase the question if necessary)

Situation 4: Your friend was waiting to watch an important football match which they recorded but you accidentally revealed the score to them. You feel embarrassed. What do 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.

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

Situation 1: The learners may be prompted about what products they sell (handmade T-shirts, trousers, hats, scarfs, etc. A candidate can mention a unique quality and why it is famous locally).

Situation 2: The learners may be prompted to give an example of other problems they have already had in the restaurant. They could give an example of what could be done (refund, offer a replacement meal, offer a free drink/dessert as compensation, offer them to come back another time for a free meal).

Situation 3: The learners may be prompted to explain what caused the traffic (a car accident, road works, diverted traffic, etc.) and offer a solution (they can start without you, ask if they mind waiting and enjoy a drink or a starter).

Situation 4: The learners may be prompted to say if the same issue had ever happened to them and what they did. They should be encouraged to offer a solution to their friend to make up for the error.

Thank the learner.

This is Part 3 of the Speaking Examination. (Approximately 7 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: You believe in shopping locally in order to help the local area and support smaller businesses. Your friend prefers to buy from big corporations. Convince your friend that it is better to shop locally when possible.

You will have two minutes to prepare your arguments. I will take the role of your friend.

Scenario 2: Your younger sister is only 17 and wants to go travelling around the world. Your parents are not sure but you think it is a good idea as you went travelling at the same age and had an amazing time. Persuade your parents to allow your sister to go travelling.

You will have two minutes to prepare your arguments. I will take the place of your parents.

Scenario 3: You work for the local council and you have just received a grant to spend in your local area. You think that the money should be spent on improving public transport but you need to convince other council members your idea is the best.

You will have two minutes to prepare your arguments. I will take the role of the council employee.

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:

- *It's easier to shop online from big stores.*
- *You can find better products at cheaper prices.*
- *Smaller businesses struggling is just a typical result of capitalism.*
- *You cannot see any benefits of shopping locally.*

Scenario 2:

- *She has her whole life to go travelling.*
- *It is too dangerous to travel alone at such a young age.*
- *It's too expensive to travel the world.*
- *Her education is more important.*

Scenario 3:

- *It costs too much money to make a big difference to transport.*
- *Improving facilities in schools would be more beneficial.*
- *It will take a long time to improve the system.*
- *There is nothing wrong with the transport we have now.*

Thank the learner.

End of Examination

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English Speaking 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 Two

Situation 1: You own a shop selling environmentally friendly clothes. A tourist comes to your shop and looks at your products. Convince the tourist that your products are the best. What would you say?

Part Two

Situation 2: You are working in a restaurant as a waiter/waitress. A customer orders a particular meal from the menu which is no longer available. You need to apologise and offer a solution. What do you say?

Part Two

Situation 3: A group of friends are waiting for you in a restaurant but you are stuck in traffic and you will be 30 minutes late. You need to explain and apologise. What do you say?

Part Two

Situation 4: Your friend was waiting to watch an important football match which they recorded but you accidentally revealed the score to them. You feel embarrassed. What do you say?

Part Three

Scenario 1: You believe in shopping locally in order to help the local area and support smaller businesses. Your friend prefers to buy from big corporations. Convince your friend that it is better to shop locally when possible.

You will have two minutes to prepare your arguments. I will take the role of your friend.

Part Three

Scenario 2: Your younger sister is only 17 and wants to go travelling around the world. Your parents are not sure but you think it is a good idea as you went travelling at the same age and had an amazing time. Persuade your parents to allow your sister to go travelling.

You will have two minutes to prepare your arguments. I will take the place of your parents.

Part Three

Scenario 3: You work for the local council and you have just received a grant to spend in your local area. You think that the money should be spent on improving public transport but you need to convince other council members your idea is the best.

You will have two minutes to prepare your arguments. I will take the role of the council employee.

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