

**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 4 minutes)**

**I am now going to ask you some questions. I would like you to answer in full sentences.**

1. Can you tell me how improving your English will benefit you?
2. Can you tell me three things you would like to change about the area you live in to help local residents, and why.
3. If you could meet any famous person, who would it be and why?
4. Tell me three things you believe people can do to eat more healthily and why.
5. What has been the best thing that anyone has ever done for you 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 2, the interlocutor may prompt by asking what they like about the area they live in but what could make it better. In question 4 the interlocutor may prompt by suggest things such as buying flowers, helping with a job or college application. 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 scenarios.**

**Situation 1:** You have arranged for some flowers to be sent to a friend for their birthday. But the flowers arrive late and miss your friend's birthday. You contact the florist to complain. What would you say?

**Situation 2:** You are going to an interview to talk about yourself - where you are from and why you want to enrol at college to learn English. What would you say at the interview?

**Situation 3:** You want to organise an educational trip for your colleagues. Think of places you could go, but there is not a lot of money for this trip so you must plan something affordable. What would you say?

**Situation 4:** You are at work/college and meet a person who lives in the same town as you, but you don't know each other. They ask you to explain where you live and who your family and friends are. What would you say?

*Additional prompts allowed:*

*It is expected that the learner gives a minimum of **four sentences** to respond to each scenario, 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: when the flowers should have been delivered, why they are disappointed, what they expect to happen now.*

**Situation 2:** *The learners may be prompted to discuss: why they want to enrol at college, why they want to learn English.*

**Situation 3:** *The learners may be prompted to think about the cost of the trip, where they can go and when they can complete the task.*

**Situation 4:** *The learners may be prompted to explain where they live in the town, and friends and relations the other person might know.*

**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:** You think that all unsold food from restaurants, cafes and supermarkets should be distributed to charities to be given to homeless people. But some of your friends do not agree with your suggestion. Convince your friends this is a good idea. You will have two minutes to prepare your arguments. You may make notes. I will take the place of another friend.

**Scenario 2:** You have heard that a new shopping centre is being planned in your local area. There is great concern that this will take trade from the local shops and cause traffic congestion. Your friend thinks that it is a brilliant idea because it will mean that they do not have to travel so far to shop and it will bring new jobs to the area. Speak to your friend and try to convince him/her that the shopping centre is a bad idea. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

**Scenario 3:** Your friend has hurt their back. You have recommended alternative health interventions such as acupuncture or osteopathy. But your friend has never used alternative medicine so is not convinced it works. Speak to your friend and try to convince him/her it might be a good alternative to modern medicine. 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 the **interlocutor** may use include:*

**Scenario 1:**

*Waste food will be used to good effect  
It will feed people who really need food  
It is recycling.*

**Scenario 2:**

*Local businesses will benefit  
There will be additional parking and bypass routes  
Opportunities for new jobs.*

**Scenario 3:**

*I prefer traditional methods  
Medicine is tried and tested  
Surgery has benefits and can lead to longer intervention.*

**Thank the learner.**

**End of Examination**

**ESOL International**

**English Speaking Examination**

**Level C2 Proficient**

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 have arranged for some flowers to be sent to a friend for their birthday. But the flowers arrive late and miss your friend's birthday. You contact the florist to complain. What would you say?**

## **Part 2 – Situation 2**

**You are going to an interview to talk about yourself- where you are from and why you want to enrol at college to learn English. What would you say at the interview?**



## **Part 2 – Situation 3**

**You want to organise an educational trip for your colleagues. Think of places you could go, but there is not a lot of money for this trip so you must plan something affordable. What would you say?**

## **Part 2 – Situation 4**

**You are at work/college and meet a person who lives in the same town as you, but you don't know each other. They ask you to explain where you live and who your family and friends are. What would you say?**

### **Part Three - Scenario 1**

**You think that all unsold food from restaurants, cafes and supermarkets should be distributed to charities to be given to homeless people. But some of your friends do not agree with your suggestion. Convince your friends this is a good idea.**

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

### **Part Three - Scenario 2**

**You have heard that a new shopping centre is being planned in your local area. There is great concern that this will take trade from the local shops and cause traffic congestion. Your friend thinks that it is a brilliant idea because it will mean that they do not have to travel so far to shop and it will bring new jobs to the area. Speak to your friend and try to convince him/her that the shopping centre is a bad idea.**

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

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

**Your friend has hurt their back. You have recommended alternative health interventions such as acupuncture or osteopathy. But your friend has never used alternative medicine so is not convinced it works. Speak to your friend and try to convince him/her it might be a good alternative to modern medicine.**

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

**This page is intentionally left blank.**

**This page is intentionally left blank.**

NOCN  
The Quadrant  
Parkway Business Centre  
99 Parkway Avenue  
Sheffield  
S9 4WG  
UK

E-mail: [nocn@nocn.org.uk](mailto:nocn@nocn.org.uk)

Tel: +44 (0)114 2270500  
Fax: +44 (0)114 2270501



**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.

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 name).**

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

**I am now going to ask you some questions. I would like you to answer in full sentences.**

1. Can you tell me what you think makes a good friend?
2. If you stayed in a hotel, what would be the three most important things for you, why?
3. Who has been the greatest influence in your life so far, why?
4. Please tell me three important environmental problems in the world today, and what you think can resolve them.
5. How do you think cities will change in the future, 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 if the location of the hotel is important, the cost, hotel ratings and reviews or comfort and hotel services and amenities. 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 6 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 been asked for ideas to make your neighbourhood more environmentally friendly. Speak formally and give your opinions about things we can do. What advice would you give?

**Situation 2:** Your friends are planning to bury a time capsule in the garden. They have asked you for three things to put into it. Say which three things you would choose and why.

**Situation 3:** You have been given the opportunity to join a TV Debate programme about equality and diversity. Speak formally and say whether you believe TV fairly represents the World's diverse nationalities and cultures, giving reasons why/why not.

**Situation 4:** You have just bought a High Definition TV. Unfortunately, it keeps switching itself off. It has a technical fault and you would like the shop to exchange it for another one. Speak formally and complain to the shop. Describe the problem and say what you would like to happen.

*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 transport (cycle lanes), street lighting (solar lights), planting trees, recycling bins.

**Situation 2:** Explain the concept of a time capsule. The learners may be prompted to think about personal items or items that represent 21<sup>st</sup> Century life.

**Situation 3:** The learners may be prompted to think about how news programmes portray different nationalities and cultures, and whether films in different languages are easily accessible.

**Situation 4:** The learners may be prompted to describe the problem as a technical problem, the TV picture keeps switching off despite the TV being plugged in.

**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:** You live in a city but have the opportunity to move to the countryside. Decide whether you would prefer to live in the city or the countryside. When you have decided, convince your friend you have made the right choice and say why. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

**Scenario 2:** You want to buy a pair of trainers. You can buy some Nike Airmax trainers for 95 Euros or Puma Speed 600 trainers for 130 Euros. Your friend prefers to buy cheaper, unbranded trainers. Persuade your friend that branded trainers with logos are of a higher quality. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend who has a different opinion.

**Scenario 3:** A local newspaper report says sportsmen earn more money than sportswomen but female fashion models earn more money than male fashion models. Also, people with an education such as doctors, teachers and lawyers earn less money than famous actors or singers. Is this fair? Discuss this with your friend. 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 the **interlocutor** may use include:*

**Scenario 1:**

*Living in the city is convenient for shops and entertainment venues.*

*The city is more polluted, busy and noisy.*

*Living in the countryside is healthier, cleaner and quieter.*

*There are local shops with less pollution in the environment.*

**Scenario 2:**

*Unbranded products have identical specifications to branded products.*

*Wearing unbranded products makes you have individuality rather than being the same as everyone else.*

*Clothes should represent your personality; not how much money you have got.*

*People believe you have better taste in clothes if you wear branded items; this is not a good view to have.*

**Scenario 3:**

*People should be paid for the work they do, but this is difficult to do.*

*Entertainment does not save lives like doctors do.*

*People need education or training to do what they want to do.*

*People are not commodities to be bought and sold like football players.*

*Public Service Caring professions such as health and education should be paid more.*

**Thank the learner.**

**End of Examination**

**This page is intentionally blank.**

**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 examination for Part Two and Part Three.

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.**

**Do not allow the learner to see the additional prompt sheets for the scenarios not being used.**

## **Part 2 - Situation 1**

**You have been asked for ideas to make your neighbourhood more environmentally friendly. Speak formally and give your opinions about things we can do. What advice would you give?**



## **Part 2 - Situation 2**

**Your friends are planning to bury a time capsule in the garden. They have asked you for three things to put into it. Say which three things you would choose and why.**

## **Part 2 - Situation 3**

**You have been given the opportunity to join a TV Debate programme about equality and diversity. Speak formally and say whether you believe TV fairly represents the World's diverse nationalities and cultures, giving reasons why/why not.**

## **Part 2 - Situation 4**

**You have just bought a High Definition TV. Unfortunately, it keeps switching itself off. It has a technical fault and you would like the shop to exchange it for another one. Speak formally and complain to the shop. Describe the problem and say what you would like to happen.**

### **Part Three – Scenario 1**

**You live in a city but have the opportunity to move to the countryside. Decide whether you would prefer to live in the city or the countryside. When you have decided, convince your friend you have made the right choice and say why.**

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

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

**You want to buy a pair of trainers. You can buy some Nike Airmax trainers for 95 Euros or Puma Speed 600 trainers for 130 Euros. Your friend prefers to buy cheaper, unbranded trainers. Persuade your friend that branded trainers with logos are of a higher quality.**

**You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend who has a different opinion.**

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

**A local newspaper report says sportsmen earn more money than sportswomen but female fashion models earn more money than male fashion models. Also, people with an education such as doctors, teachers and lawyers earn less money than famous actors or singers. Is this fair? Discuss this with your friend.**

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

**This page is intentionally blank.**

NOCN  
The Quadrant  
Parkway Business Centre  
99 Parkway Avenue  
Sheffield  
S9 4WG  
UK

E-mail: [nocn@nocn.org.uk](mailto:nocn@nocn.org.uk)

Tel: +44 (0)114 2270500  
Fax: +44 (0)114 2270501