

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. Are you good at organising yourself and your time? Explain why/why not.
2. Tell me three ways that your neighbourhood or local town could be improved. Explain.
3. Many people download music onto their phones. In your opinion, should music be free, or should we pay for it? Explain why/why not?
4. Tell me three things you need to think about before looking for a job. Explain why.
5. If you had the opportunity to work for a charity, which charity would you choose, 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, 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 1, the interlocutor may prompt by asking the learner if they are good at organising their daily lives. Do they plan their studies and homework? 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 are at your friend's house celebrating their new job, when you knock over a candle and it spills candle wax all over their carpet. Apologise and make a suggestion. What would you say?

Situation 2: You have just bought a new washing machine. You decide to wash your new pair of jeans. When you take them out, they are torn. When you put your hand inside the drum, you feel a piece of jagged metal that should not be there. You phone the washing machine company. What would you say?

Situation 3: You are walking home along the pavement, when suddenly a cyclist rides into you. The cyclist blames you for getting in their way. You disagree. What would you say?

Situation 4: Your friend loves texting. They text all the time. You like being in touch with your friend but you receive too many texts. Speak to your friend. 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 apologise and say what they can do.

Situation 3: The learner may be prompted to explain how they feel about what has happened.

Situation 2: The learner may be prompted to explain what happened and how they feel about the situation and what they would like the company to do.

Situation 4: The learner may be prompted to say how they feel about the messages.

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: Your friend has decided to give up studying at university and get a job. They only have one more year left to do. You think they should finish university. Persuade your friend to continue studying for one more year. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

Scenario 2: You arrive home to find your neighbour's children painting graffiti on your front door. You feel angry and speak to your neighbour about what has happened. Explain how you feel and persuade your neighbour to pay for the damage. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your neighbour.

Scenario 3: You hear your neighbour cutting the hedge outside your window when your TV goes off. You go outside and see the aerial cable has been cut. Tell your neighbour that they cut the cable and persuade them to repair it. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your neighbour.

Scenario 4: Your parents love eating lamb and vegetables and are planning a big meal tonight. You are trying to cut down on the amount of meat you eat. Persuade your parents to make a vegetarian meal instead. You will have two minutes to prepare your arguments. You may make notes. I will take the place of one of your parents.

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 need the money.
I can always go back to university later on.
Why are you worried about me giving up my studies?*

Scenario 2:

*How do you know it was my children that did it?
I will ask my children to clean your door.
I don't have much money.*

Scenario 3:

*I didn't do it, I would have noticed if I had.
It's a simple repair, just fix the wiring together and tape it up.
I'll ask my brother to look at it today.*

Scenario 4:

*Are you thinking of becoming a vegetarian?
What kinds of vegetables do you like eating?
Meat is good for you; it's protein.*

**Thank the learner - End of
Examination for Level C2 Proficient
Speaking**



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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 situations or scenarios not being used.



Part 2 – Situation 1

You are at your friend’s house celebrating their new job, when you knock over a candle and it spills candle wax all over their carpet. Apologise and make a suggestion.

What would you say?



Part 2 – Situation 2

You have just bought a new washing machine. You decide to wash your new pair of jeans. When you take them out, they are torn. When you put your hand inside the drum, you feel a piece of jagged metal that should not be there. You phone the washing machine company.

What would you say?



Part 2 – Situation 3

You are walking home along the pavement, when suddenly a cyclist rides into you. The cyclist blames you for getting in their way. You disagree.

What would you say?



Part 2 – Situation 4

Your friend loves texting. They text all the time. You like being in touch with your friend but you receive too many texts. Speak to your friend.

What would you say?



Part 3 – Scenario 1

Your friend has decided to give up studying at university and get a job. They only have one more year left to do. You think they should finish university. Persuade your friend to continue studying for one more year.

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



Part 3 – Scenario 2

You arrive home to find your neighbour’s children painting graffiti on your front door. You feel angry and speak to your neighbour about what has happened. Explain how you feel and persuade your neighbour to pay for the damage.

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



Part 3 – Scenario 3

You hear your neighbour cutting the hedge outside your window when your TV goes off. You go outside and see the aerial cable has been cut. Tell your neighbour that they cut the cable and persuade them to repair it.

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



Part 3 – Scenario 4

Your parents love eating lamb and vegetables and are planning a big meal tonight. You are trying to cut down on the amount of meat you eat. Persuade your parents to make a vegetarian meal instead.

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



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