

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. What do you think about flea markets and do you ever shop in them; why/why not?
2. Describe three advantages or disadvantages of communicating with someone online.
3. In your opinion, where would you suggest to go on holiday, and why?
4. What kinds of music do you like, and describe three ways music influences you.
5. If you could be a character in a film, who would it be, 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 5, the interlocutor may prompt by asking the learner if they admire a certain character in a film or what film they would like to play a part in. 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 go to the cinema but a child behind you keeps kicking the back of your seat. You are getting annoyed as you cannot concentrate on the film. They are with their parents. What would you say?

Situation 2: You are shopping in a supermarket, when you slip on some spilt liquid and twist your ankle. When you stand up it is very painful. You make a complaint. What would you say?

Situation 3: You go to a restaurant and find a fly in your soup. You cannot eat the soup and want a replacement. You speak to the waiter. What would you say?

Situation 4: Your neighbour's dog gets into your back garden and digs up your flowers. You spent a lot of money on the flowers. You speak to the neighbour. 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 what the problem is and how they feel about it.
What would they like the child and/or parents to do?

Situation 2: The learner may be prompted to explain what has happened and who they think is to blame.
What would they like the shop attendant to do?

Situation 3: The learner may be prompted to explain how they feel about what has happened.
What would they like the waiter to do?

Situation 4: The learner may be prompted to say how they feel about what has happened.
What do they suggest the neighbour should do?

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 been asked to join a quiz team. You ask your friend to join the team with you, but your friend doesn't think they are good enough for the team. Persuade your friend to join the team. You will have two minutes to prepare the conversation. You may make notes.

I will take the place of your friend.

Scenario 2: You have just passed your driving test and want your parents to buy you a small car. Your parents don't think it's a good idea. Persuade your parents that you need a car. You will have two minutes to prepare the conversation. You may make notes. I will take the place of one of your parents.

Scenario 3: Your teacher thinks you should study a higher level of Mathematics, but you are not sure you can cope with a higher level at the moment. Convince your teacher to let you stay in your current class. You will have two minutes to prepare the conversation. You may make notes. I will take the place of your teacher.

Scenario 4: You invite your friend round for pizza. You order the pizza and agree to share the cost of the pizza. However, you realise you don't have enough money to pay. Apologise to your friend and make a suggestion. 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:

What kind of questions will we be asked?

How many people are on the team?

Why do you want me to join the team?

Scenario 2:

We can't afford to buy you a car.

Why do you want a car of your own?

You can borrow our car when you need to.

Scenario 3:

You have been getting good results in your tests.

Why do you think you can't cope with a higher level?

Is there anything I can help you with?

Scenario 4:

Why did you say you would share the cost?

I'll pay for it this time.

You owe me a pizza!

Thank the learner.

End of Examination



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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 Two – Situation 1

You go to the cinema but a child behind you keeps kicking the back of your seat. You are getting annoyed as you cannot concentrate on the film. They are with their parents.

What would you say?

Part Two – Situation 2

You are shopping in a supermarket, when you slip on some spilt liquid and twist your ankle. When you stand up it is very painful. You make a complaint.

What would you say?

Part Two – Situation 3

You go to a restaurant and find a fly in your soup. You cannot eat the soup and want a replacement. You speak to the waiter.

What would you say?

Part Two – Situation 4

Your neighbour's dog gets into your back garden and digs up your flowers. You spent a lot of money on the flowers. You speak to the neighbour.

What would you say?

Part Three – Scenario 1

You have been asked to join a quiz team. You ask your friend to join the team with you, but your friend doesn't think they are good enough for the team. Persuade your friend to join the team.

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

Part Three – Scenario 2

You have just passed your driving test and want your parents to buy you a small car. Your parents don't think it's a good idea. Persuade your parents that you need a car.

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

Part Three – Scenario 3

Your teacher thinks you should study a higher level of Mathematics, but you are not sure you can cope with a higher level at the moment. Convince your teacher to let you stay in your current class.

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

Part Three – Scenario 4

You invite your friend round for pizza. You order the pizza and agree to share the cost of the pizza. However, you realise you don't have enough money to pay. Apologise to your friend and make a suggestion.

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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