

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. Please reply in full sentences.

1. What famous person would you like to meet? Why?
2. What are three ways to keep fit and healthy? Explain.
3. What's your favourite movie genre? Why?
4. What are three advantages of using public transport over a car? Explain.
5. What's a good way to unwind and relax after a hard day? Why?

Additional prompts allowed:

In Part 1, the interlocutor may ask additional questions to probe or clarify e.g. to extend the learner's answer if they have just given very short answers or to check that they have understood what the learner has said. 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 4 responses could include: reducing traffic congestion on the roads, better for the environment, or less expense. 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.

(Interlocutor may repeat or rephrase the question, if necessary).

Situation 1: You would like to take your friend to a new restaurant. Call your friend to tell them about your plans and mention what the menu is like. What would you say?

Situation 2: Your manager is asking for volunteers to work on an exciting new project. You think it would be a good opportunity for you. Call your manager to express your interest in working on the new project. What would you say?

Situation 3: Your teacher recently sent you a homework assignment. You can't understand the assignment and think your teacher might have sent the wrong one. Call your teacher and explain why you think it is incorrect. What would you say?

Situation 4: Your cousin is planning to cook a meal for some guests. They are not a confident cook and message you to ask what they should prepare. Call your cousin with advice on how to make a delicious meal. 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 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 say what dishes are on the menu and where the restaurant is.

Situation 2:

The learner may be prompted to say that the project is in their area of expertise and why they would like to volunteer.

Situation 3:

The learner may be prompted to explain why they think the homework is the wrong one.

Situation 4:

The learner may be prompted to say which meal is easy to prepare and what ingredients are in the meal.

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 local council has received a sum of money for a development fund to boost the economy of the local area. You have a project in mind. Contact the council and convince them to use the money for your project. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the council representative.

Scenario 2: You have just told your friend that you've received an offer to study abroad. However, your friend is worried that you might be overlooking the difficulties of moving to a new country. Persuade your friend this is a good idea. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

Scenario 3: Your school committee is considering what activities to hold during the summer holiday. You think it would be a good idea to hold a summer camp. You decide to raise your points at the next committee meeting. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the headteacher.

Scenario 4: Your college is considering moving all its courses online. You are not convinced of the merits of online learning and think face-to-face learning is better. Speak to the principal of the college to persuade them to retain classroom learning. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the principal.

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:

*The council already have a project in mind.
How will your project help to boost the economy in the area?
You will need to send us a plan.*

Scenario 2:

*You won't know anyone if you study abroad.
It's going to be very expensive to live there.
Will you have a mentor to support you?*

Scenario 3:

*What are the benefits of a summer camp?
We've never held a summer camp before.
How can we make it a success?*

Scenario 4:

*We can recruit more students if the courses are online.
What are the advantages of face-to-face classes?
Online courses are cheaper to run.*

Thank the learner.

End of Examination.



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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 Two – Situation 1

You would like to take your friend to a new restaurant. Call your friend to tell them about your plans and mention what the menu is like.

What would you say?

Part Two – Situation 2

Your manager is asking for volunteers to work on an exciting new project. You think it would be a good opportunity for you. Call your manager to express your interest in working on the new project.

What would you say?

Part Two – Situation 3

Your teacher recently sent you a homework assignment. You can't understand the assignment and think your teacher might have sent the wrong one. Call your teacher and explain why you think it is incorrect.

What would you say?

Part Two – Situation 4

Your cousin is planning to cook a meal for some guests. They are not a confident cook and message you to ask what they should prepare. Call your cousin with advice on how to make a delicious meal.

What would you say?

Part Three – Scenario 1

Your local council has received a sum of money for a development fund to boost the economy of the local area. You have a project in mind. Contact the council and convince them to use the money for your project.

You will have two minutes to prepare your arguments. You may make notes. I will play the role of the council representative.

Part Three – Scenario 2

You have just told your friend that you’ve received an offer to study abroad. However, your friend is worried that you might be overlooking the difficulties of moving to a new country. Persuade your friend this is a good idea.

You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

Part Three – Scenario 3

Your school committee is considering what activities to hold during the summer holiday. You think it would be a good idea to hold a summer camp. You decide to raise your points at the next committee meeting.

You will have two minutes to prepare your arguments. You may make notes. I will play the role of the headteacher.

Part Three – Scenario 4

Your college is considering moving all its courses online. You are not convinced of the merits of online learning and think face-to-face learning is better. Speak to the principal of the college to persuade them to retain classroom learning.

You will have two minutes to prepare your arguments. You may make notes. I will play the role of the principal.

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