

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. Can you describe a meal you have eaten recently that you enjoyed?
2. Please describe a pet that would be ideal for a child to keep and give three reasons why.
3. If you had one hundred euros, what would you do with the money and why?
4. Can you describe three differences between living in a city and living in the countryside?
5. If you could meet someone from history, who would you like to meet 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 3, the interlocutor may prompt by asking the learner whether they would buy something, save it or give the money to a charity. Would they spend the money on doing something good to help people or the world; which charity would they help? In question 5, the interlocutor may prompt by asking the learner about a historical figure that they would like to meet such as; Nelson Mandela, Sister Theresa, Charles Dickens, Aristotle. The interlocutor 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 offered to iron your friend's clothes but accidentally burnt their favourite, expensive shirt that they had bought in London. You need to explain what has happened, apologise and make a suggestion on how to fix it. What would you say?

Situation 2: Your teacher is giving you a grammar test today and your friend doesn't want to go to school/college and asks you to tell the teacher they are sick. You are not happy about lying to the teacher and think it is not fair to ask you to do this. What would you say?

Situation 3: You bought a meal in the canteen at lunchtime and you found a fly in the food. You take the food back to the till and ask for a refund. What would you say?

Situation 4: Your friend asks you for some advice about how to learn English. Give your friend some advice. You can talk about websites you use, books you use or other activities you do to improve your reading and listening skills. 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 how they had burnt the shirt and how they felt after they saw it. Prompt the learner to suggest a solution that your friend would like.*

Situation 3: *The learner may be prompted to explain what the problem is and what they want to happen. Prompt the learners to say how they felt about finding the fly in the food. Offer a replacement meal.*

Situation 2: *The learner may be prompted to explain why they think it is wrong to lie and not fair to put them in this position. Prompt the learner to say why they think it is important to go to college and take the test.*

Situation 4: *The learner may be prompted to explain exactly what websites they use, why the books are useful and what other activities they do to improve their English language skills.*

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: The head teacher has asked you to think about what kind of food you would like to see served in the canteen to encourage students to eat healthier food. You will have two minutes to prepare your arguments. You may make notes. I will take the place of the head teacher.

Scenario 2: You want to join a library. Convince your friend that it is a good idea. Your friend doesn't like the idea. Explain the kinds of facilities you can find in a library and the benefits of using them. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

Scenario 3: You want to join a student exchange scheme where you go and live in another country with a family and their son/daughter comes to live in your country with your family. Your school/college will check the families and make sure everything is safe. Convince your parents why you think this is a great idea. You will have two minutes to prepare your arguments. You may make notes. I will take the place of one of your parents.

Scenario 4: You want to start a garden project to encourage more wildlife into your garden such as birds, bees and butterflies. There are many things you can do; plant flowers, avoid using pesticides in the garden, leave out a pot of water and food, create a wood pile and stop cutting the grass. Persuade a friend to help you with the project. You will have two minutes to prepare your arguments. You may make notes. I will take the place of a 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 food would you like to see served in the canteen? What do you think are benefits? What kinds of food are healthy? What drinks are good for us?

Scenario 3:

How do I know you will be safe living with another family? How do I know what their son/daughter is like? What happens if you change your mind? Why do you want to join the student exchange scheme? Which country would you like to go to?

Scenario 2:

Libraries are quiet and boring, how can they help us learn? What kinds of things can we do in a library? Why are libraries important when I can find information on the internet at home?

Scenario 4:

Why is this project important to you? If you put food out and stop cutting the grass, your garden will look untidy and attract the wrong type of wildlife; rats. How can I help you with the project?

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 2 - Situation 1

You offered to iron your friend's clothes but accidentally burnt their favourite, expensive shirt that they had bought in London. You need to explain what has happened, apologise and make a suggestion on how to fix it.

What would you say?



Part 2 - Situation 2

Your teacher is giving you a grammar test today and your friend doesn't want to go to school/college and asks you to tell the teacher they are sick. You are not happy about lying to the teacher and think it is not fair to ask you to do this.

What would you say?



Part 2 - Situation 3

You bought a meal in the canteen at lunchtime and you found a fly in the food. You take the food back to the till and ask for a refund.

What would you say?



Part 2 - Situation 4

Your friend asks you for some advice about how to learn English. Give your friend some advice. You can talk about websites you use, books you use or other activities you do to improve your reading and listening skills.

What would you say?



Part 3 - Scenario 1

The head teacher has asked you to think about what kind of food you would like to see served in the canteen to encourage students to eat healthier food.

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



Part 3 - Scenario 2

You want to join a library. Convince your friend that it is a good idea. Your friend doesn't like the idea. Explain the kinds of facilities you can find in a library and the benefits of using them.

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



Part 3 - Scenario 3

You want to join a student exchange scheme where you go and live in another country with a family and their son/daughter comes to live in your country with your family. Your school/college will check the families and make sure everything is safe. Convince your parents why you think this is a great idea.

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



Part 3 - Scenario 4

You want to start a garden project to encourage more wildlife into your garden such as birds, bees and butterflies. There are many things you can do; plant flowers, avoid using pesticides in the garden, leave out a pot of water and food, create a wood pile and stop cutting the grass. Persuade a friend to help you with the project.

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



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