

**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. Which country would you like to visit in the future? Why?
2. What are three advantages of gaining a C2 English certificate? Explain.
3. Which sport is the most exciting to watch live? Why?
4. What are three advantages of studying online? Explain.
5. What is the biggest disadvantage of travelling by bus? 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: being able to study in your own time or not having to travel. 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 are organising an event to raise money for charity. Explain the event to your friends and encourage them to help or take part in it. What would you say?**

**Situation 2: You want to attend a professional development course relevant to your job role. Approach your manager, explain how it would benefit your work. What would you say?**

**Situation 3: Your friend asks you for some advice on which gym in the town to join. Call your friend and advise them on which gym would be best for them. What would you say?**

**Situation 4: You accidentally spilled water on your laptop, so it's stopped working. Call the manufacturer's customer support line, explain the situation and tell them how much warranty you have left on it. 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 the charity event is and how much they want to raise.*

**Situation 2:**

*The learner may be prompted to give more details about what the course is and when they could complete it.*

**Situation 3:**

*The learner may be prompted to talk about the benefits of one gym against the other and what gym the friend would prefer and why.*

**Situation 4:**

*The learner may be prompted to give details about the laptop and what their preferred repair option is.*

**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 mayor of your town wants to knock down the oldest building in the town so that they can build new offices and shops. You love this old building, and many people still use it for meetings and social clubs. Speak with the mayor to convince them to change their plan. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the mayor.

**Scenario 2:** Your local football club is popular and has teams for all age groups. You would like to become a volunteer coach for the club. Speak to the club chairperson to persuade them to give you the opportunity to help as a volunteer football coach. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the chairperson.

**Scenario 3:** You recently bought concert tickets from a respected ticket agency, but when the tickets arrived, you discovered the seats were in a different section than was advertised. Call the ticket agency and persuade them to honour the original seating area. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the agency representative.

**Scenario 4:** You have three very good friends in your team at work and you are planning a holiday together. However, your manager has told you that only two of you in the team can be on holiday at the same time. Persuade your manager to change their mind. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the manager.

**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 town needs more shops and offices.  
The building is too old and dangerous.  
This plan will bring new jobs to the town.*

**Scenario 2:**

*I think we have enough volunteers at the moment.  
Do you have any coaching experience?  
Which age group would you like to work with,  
and why?*

**Scenario 3:**

*Have you checked your confirmation email for any updates?  
Where were you expecting to sit?  
What would you like me to do about the issue?*

**Scenario 4:**

*I can't let you all have time off at the same time.  
How would we manage if half the team is off work?  
How many tasks could you complete before you go?*

### **End of Examination.**

**Thank the learner.**

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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 are organising an event to raise money for charity. Explain the event to your friends and encourage them to help or take part in it.**

**What would you say?**



## **Part Two – Situation 2**

**You want to attend a professional development course relevant to your job role.  
Approach your manager, explain how it would benefit your work.**

**What would you say?**

**Part Two – Situation 3**

**Your friend asks you for some advice on which gym in the town to join. Call your friend and advise them on which gym would be best for them.**

**What would you say?**

## **Part Two – Situation 4**

**You accidentally spilled water on your laptop, so it's stopped working. Call the manufacturer's customer support line, explain the situation and tell them how much warranty you have left on it.**

**What would you say?**

### **Part Three – Scenario 1**

**The mayor of your town wants to knock down the oldest building in the town so that they can build new offices and shops. You love this old building, and many people still use it for meetings and social clubs. Speak with the mayor to convince them to change their plan.**

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

## **Part Three – Scenario 2**

**Your local football club is popular and has teams for all age groups. You would like to become a volunteer coach for the club. Speak to the club chairperson to persuade them to give you the opportunity to help as a volunteer football coach.**

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

### **Part Three – Scenario 3**

**You recently bought concert tickets from a respected ticket agency, but when the tickets arrived, you discovered the seats were in a different section than was advertised. Call the ticket agency and persuade them to honour the original seating area.**

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

### **Part Three – Scenario 4**

**Scenario 4: You have three very good friends in your team at work and you are planning a holiday together. However, your manager has told you that only two of you in the team can be on holiday at the same time. Persuade your manager to change their mind.**

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

**NOCN Group**  
Acero Building  
1 Concourse Way  
Sheaf Street  
Sheffield  
S1 2BJ  
© **NOCN**

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

Tel: +44 (0) 0300 999 1177