

**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)**

**This is the NOCN ESOL International Speaking examination, (level), (date) for  
(learner's name).**

**This is Part 1 of the Speaking Examination. (Maximum 2 minutes)**

**I am now going to ask you some questions.**

- 1. Can you tell me how gaining qualifications will benefit you in the future?**
- 2. Please tell me three things that annoy you about how people behave when they have consumed too much alcohol and what would you do about this?**
- 3. If you could buy any car in the world, explain which you would buy, and why?**
- 4. What would be the best present that anyone could give you and why?**
- 5. Tell me three things people can do to make sure that they are safe when they are going out at night.**

*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 (i.e. and why...), 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, the interlocutor may give examples of what you would like people to give you, e.g. I would really like a bouquet of flowers as I love flowers and no one ever buys me any or I would really like someone to give me... or I would really like someone to take me to ...*

**Thank the learner.**

**This is Part 2 of the Speaking Examination. (Maximum 6 minutes)**

*The interlocutor chooses two of the scenarios per learner, making sure that a mix of scenarios are used across the learners being examined. For each of the scenarios 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 want to buy a gift for your best friend or a member of your family. It is for a very special occasion. You go into a shop and ask the shop assistant to help you to choose something. You explain why the gift has to be very special. What would you say?**

**Situation 2: You have forgotten to do an important task that you had been asked to do. This means that someone else cannot complete what they have to do. You have to apologise. What would you say?**

**Situation 3: Your friend does not want to visit a museum that you want to go to. You can choose whatever museum you want, even in another country. You have to say why your friend should go with you and what benefits there will be to him/her. 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.*

*In Part 2 the interlocutor may ask additional questions to probe the learner's answers.*

*Situation 1: The learners may be prompted about who and what occasion the gift may be for and to think about why it is important that the gift is very special.*

*Situation 2: The learners may be prompted to give an example of an experience they may have already had. You could give an example of what type of task it could be e.g. some research for a project and could prompt to say what impact it could have on someone else.*

*Situation 3: The learners may be prompted as to what museum it is and what made them choose this. If the learner gives a very simple response, such as "Please come with me to the Art Museum", the interlocutor may ask the learner to give reasons why their friend should go there. The interlocutor may challenge the reasons given and ask for justification for this.*

**Thank the learner.**

**This is Part 3 of the Speaking Examination. (Maximum 7 minutes)**

*The interlocutor chooses one of the scenarios per learner, making sure that both 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.

**Scenario 1:** You think that every country should have a royal family. Your friend, however, is not convinced that this is a good idea. Speak to your friend and try to convince him/her it might be a good idea. You will have two minutes to prepare your arguments. I will take the place of your friend.

**Scenario 2:** You think that all councils should provide recreational facilities such as swimming pools free of charge. Your friend, however, is not convinced that this is a good idea. Speak to your friend and try to convince him/her it might be a good way to increase the level of participation in sport. You will have two minutes to prepare your arguments. 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.*

*Ideas that the interlocutor may use include:*

**Scenario 1:**

*Too much money would have to be spent on the royal family.*

*No guarantee that this would be a benefit to the country.*

*It would not have a beneficial impact on unemployment in the country.*

*Why should you waste money on a royal family when it could be better spent?*

*Scenario 2:*

*Lack of recreational facilities locally.*

*Recreational facilities would not be able to cope with an increase in numbers.*

*People may still not go.*

*Money that could be spent on this would be better spent on other things such as creating more jobs for unemployed people.*

**Thank the learner.**

**End of Examination**

