

**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. (Approx 2 minutes)

I am now going to ask you some questions.

- 1. What plans do you have for continuing your education?**
- 2. Please tell me three issues that cause significant problems in your local area and what would you do about them?**
- 3. If you saw someone being attacked or robbed in the street, explain what you would do, and why?**
- 4. What do you feel is your best skill and why?**
- 5. Tell me three things people can do to make sure that their homes are secure.**

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 related to themselves e.g. I can type very quickly which helps me with my work. For Question 2, the issues may relate to rubbish, crime, young people etc.

Thank the learner.

This is Part 2 of the Speaking Examination. (Approx 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 are collecting money for a charity of your choice. Someone you approach for a donation asks you why they should give money to that charity because they do not think that the money will be used effectively. What would you say?

Situation 2: You are working in a call centre. Someone rings you to say that the item they ordered has not arrived and they have stayed at home all day. You have to apologise. What would you say?

Situation 3: You want your friend to go with you to an open day at your local job centre about some new jobs that are available locally. You have to say why your friend should go with you and why it would benefit them. What would you say?

Situation 4: You meet a friend in the local shopping centre. You see that their bag is open; you know that there have been a lot of robberies in the area. The friend has some items at the top of their bag, which can easily be seen. You want to prevent them being stolen so you speak to your friend. 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 which charity they would support and why they think that donations to that charity are so valuable. They may consider what the money would be spent on.

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 item it could be e.g. a phone, clothes and what impact having to stay at home all day may have had on them/their work or leisure time.

Situation 3: The learners may be prompted as to what types of job they or a friend may be interested in. If the learner gives a very simple response, such as "Please come with me to the Job Centre", 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.

Situation 4: The learners may be prompted to think about what items could be taken from a bag and what impact that may have on their friend, e.g. it could be a purse and they would have no money or cards or it could be a phone and all their contacts and photos may be lost.

Thank the learner.

This is Part 3 of the Speaking Examination. (Approx 7 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.

Scenario 1: You are driving a car or a bike and someone drives into the back of you. The collision is not your fault, but the other driver thinks that it is. Speak to the driver and try to convince him/her it was not your fault. You will have two minutes to prepare your arguments. I will take the role of the other driver.

Scenario 2: You think that the penalties for drink driving should be increased. Your friend, however, is not convinced that this is a good idea. Speak to your friend and try to convince them it might be a good way to increase the level of penalties for drink drivers and to improve road safety, particularly at night or early in the morning. You will have two minutes to prepare your arguments. I will take the place of your friend.

Scenario 3: The council is introducing a new recycling scheme and your general waste bins will only be emptied once a month. The council will provide you with other bins to separate your waste for recycling e.g. paper, plastic bottles and garden waste. You do not have a car if you need to take extra general waste to a central collection point and you think that the new system will not work. You speak to a council employee. You will have two minutes to prepare your arguments. I will take the role of the council employee.

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:

You stopped too suddenly and I did not have time to stop.

If you had indicated properly I would have seen.

I can't claim on my insurance as I had another accident last week, which will put my premium up too much.

Your driving had been dreadful - I have been following you for ages and I am surprised you had not had an accident before!

Scenario 2:

The law is already strong enough in this area.

It will not stop people from drinking and driving - there are already laws in place, but people do drink and drive anyway.

It is difficult to follow the guidance that is already in place.

Even if the legislation is strengthened and people go to prison, they are overcrowded and so the person will be allowed out early.

Scenario 3:

If you recycle all you can, you should be able to manage with just one main collection a month.

We will provide all the bins free of charge and they will be collected regularly.

Many other countries have been operating this system for a long time and there have been no problems.

If you have large items that you need moving, we can arrange that for a small charge, particularly as you do not have a car.

Thank the learner.

End of Examination