

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 User
Level C2. Today is (date)**

**The learner's name is Please state your name for the
recording(learner name).**

This is Part 1 of the Speaking Examination. (Approximately 3.5 minutes)

I am now going to ask you some questions.

1. Can you tell me why you want to improve your English?
2. Can you tell me three things you would like to change to make the world a better place? Why?
3. If you could invite two famous people to dinner, who would it be, and why?
4. Tell me three things people can do to be healthier and explain why.
5. What has been the best holiday you have ever had 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 (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 2, the interlocutor may prompt by asking what they like about the world we live in and what could make it better. In question 5 the interlocutor may prompt by suggest things such as where it was, who they went with, and what they did. 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 of the 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 have arranged for a taxi to collect yourself and a group of friends to go out for the evening. The taxi does not arrive and you must ring to arrange another one. Due to waiting for the second taxi, you are late getting to the restaurant for the time that the table was booked for. You contact the taxi company to complain. What would you say?

Situation 2: You are going to an interview for a job you are really interested in. You need to say why you want the job and explain what you can offer. What would you say?

Situation 3: You want to find out about foreign language courses that are available locally. There is an open evening at your local college which you plan to go to. You need to ask about courses, where they are and what times they are on. What would you say?

Situation 4: A friend says they are not feeling very well, they say they have a bad headache and feel very sick. You go to the pharmacy with them. You are not sure what is wrong with them and you want some advice or medication for 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 to think about: when the taxi was booked for and the delay in getting to the restaurant, why they are disappointed with the service, what they expect to happen now.*

Situation 2: *The learners may be prompted to discuss: why they want the job, and what they can give the organization. Learners could be asked about their skills and qualities and previous experience.*

Situation 3: *The learners may be prompted to think about when and where they can attend a course, and why they want to learn a new language.*

Situation 4: *The learners may be prompted to explain the symptoms their friend has, how long they have been feeling ill, any other medication they may be taking.*

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.

Scenario 1: You think that there should be more cycle lanes in towns and cities to encourage people to cycle and not use their cars so much. Convince your friends this is a good idea. Some of your friends do not agree with this and think they should be free to use their cars when and where they want to. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

Scenario 2: You have heard that the local arts centre is going to charge for entry and for parking. It used to be free. You and your friends use this facility a lot, for meetings, classes and activities. You think it should continue to be free. Your friend thinks that it is a brilliant idea because it will mean that the facilities can be improved and that more events and activities can be offered. Speak to your friend and try to convince him/her that paying an entry charge is a bad idea. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

Scenario 3: Your local council has introduced yet more bins, bags and boxes for recycling your rubbish. You do not think this is a good idea and will only confuse people about where their rubbish should go. Where are all these new items to be stored? Your friend thinks this is a very good idea, they actively promote recycling, so welcome the introduction of even more ways of cutting down on the rubbish collected. You will have two minutes to prepare your argument. You may make notes. I will take the place of your friend.

Scenario 4: You have heard that the local library is to close, they cannot find anywhere to move to, and the lease has run out on the building they currently use. You think this is terrible news as you use the library a lot for research and studying. Speak to your local member of parliament and try to convince him/her to keep the library open. The member of parliament, however, does not see the need for a local library, there is one in a town nearby. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your member of parliament.

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 you may use include:*

Scenario 1:

*More bike lanes will make the traffic slower for car users.
There are already enough bike lanes, I want to use the road for my car as I pay to use them.
Build more cycle lanes if the cyclists are going to pay for them!*

Scenario 3:

*I recycle all of the time.
I put the extra boxes and bags in the kitchen, there is room.
It is good for the environment and future generations to recycle.*

Scenario 2:

*The money raised from parking will improve the facilities.
If there is a parking attendant, the cars will be safer.
If we share a car, we will only pay once.*

Scenario 4:

*The existing library does not get used enough, it is not cost effective.
There is a brilliant library in the next town which can easily be accessed, there is a regular bus service to ensure people can use the facility.
There are no funds available for such a poorly used facility.*

Thank the learner.

End of Examination

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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 scenarios not being used.

Part 2

Situation 1: You have arranged for a taxi to collect yourself and a group of friends to go out for the evening. The taxi does not arrive and you must ring to arrange another one. Due to waiting for the second taxi, you are late getting to the restaurant for the time that the table was booked for. You contact the taxi company to complain. What would you say?

Part 2

Situation 2: You are going to an interview for a job you are really interested in. You need to say why you want the job and explain what you can offer. What would you say?

Part 2

Situation 3: You want to find out about foreign language courses that are available locally. There is an open evening at your local college which you plan to go to. You need to ask about courses, where they are and what times they are on. What would you say?

Part 2

Situation 4: A friend says they are not feeling very well, they say they have a bad headache and feel very sick. You go to the pharmacy with them. You are not sure what is wrong with them and you want some advice or medication for your friend. What would you say?

Part Three

Scenario 1: You think that there should be more cycle lanes in towns and cities to encourage people to cycle and not use their cars so much. Convince your friends this is a good idea. Some of your friends do not agree with this and think they should be free to use their cars when and where they want to. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

Part Three

Scenario 2: You have heard that the local arts centre is going to charge for entry and for parking. It used to be free. You and your friends use this facility a lot, for meetings, classes and activities. You think it should continue to be free. Your friend thinks that it is a brilliant idea because it will mean that the facilities can be improved and that more events and activities can be offered. Speak to your friend and try to convince him/her that paying an entry charge is a bad idea. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

Part Three

Scenario 3: Your local council has introduced yet more bins, bags and boxes for recycling your rubbish. You do not think this is a good idea and will only confuse people about where their rubbish should go. Where are all these new items to be stored? Your friend thinks this is a very good idea, they actively promote recycling, so welcome the introduction of even more ways of cutting down on the rubbish collected. You will have two minutes to prepare your argument. You may make notes. I will take the place of your friend.

Part Three

Scenario 4: You have heard that the local library is to close, they cannot find anywhere to move to, and the lease has run out on the building they currently use. You think this is terrible news as you use the library a lot for research and studying. Speak to your local member of parliament and try to convince him/her to keep the library open. The member of parliament, however, does not see the need for a local library, there is one in a town nearby. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your member of parliament.

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