

**ESOL International
Sample 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

**NOCN ESOL International Speaking
Level C2 Proficient Paper CC
Sample Interlocutor Script**



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).**

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Sample Interlocutor Script**

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 an English qualification will be an advantage in your country?**
- 2. If you were able to improve the range of facilities in your local area, what three facilities would you develop and why?**
- 3. If you could go to any major sports or music event in the world, what would you choose, and why?**
- 4. If you could introduce a major education policy, what would you introduce and why?**
- 5. Tell me three things people can do to improve health and safety in the home.**

Thank the learner.

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 give examples of facilities such as cinemas, community buildings, etc. In question 4, the interlocutor may give an example such as raising or lowering the age at which learners can leave school.

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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 have bought an item of sports equipment. When you use it, it breaks. You take it back to the store. You are very angry. What would you say?

Situation 2: You have forgotten to bring a very important document with you to a meeting. This could be in a work or educational situation. What would you say?

Situation 3: You are at the pharmacy. You have a really bad headache and you feel very ill. You are not sure what is wrong with you and you want some advice or medication. 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 what experience they have that is relevant to the scenario, what may have happened and why it is important to be careful what they say and how they say it.

Situation 2: The learners may be prompted to give an example of an experience they may have already had. You could explain what type of document it may be, e.g. a piece of research, homework, notes from a meeting and ask the learner why they think that the document is so important.

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Situation 3: The learners may be prompted as why they may go to a pharmacy. If the learner gives a very simple response, such as "I feel ill", the interlocutor may ask the learner to give what symptoms they may have and what they may ask the pharmacist. The interlocutor may challenge the reasons given and ask for justification for this.

Thank the learner.

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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: Your local council is changing the way that waste is collected and recycled. You do not think that this is a good idea as it may lead to health and safety issues. Your council, however, insists that their proposals are a good idea. Speak to a member of the council and try to convince him/her to change the proposals. You will have two minutes to prepare your arguments. I will take the place of the council member.

Scenario 2: You think that there should be a change to national policy to ensure that all school leavers have a place in further or higher education free of charge or be given a job. She or he, however, is not convinced that this is a good idea. Speak to your local member of parliament and try to convince him/her it might be a good way to decrease the levels of unemployment in the country. You will have two minutes to prepare your arguments. 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 the interlocutor may use include:

Scenario 1:

Comments should be adjusted to relate to the local methods of waste collection and recycling but could include:

The council has to cut spending so this is just one way of doing this.

People can still use the local recycling facilities in addition to the proposed collections.

The current method of waste collection and recycling is not efficient.

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Scenario 2:

Comments should relate to local policy on school leavers and costs of further or higher education. They may include:

The government could not afford to do this.

There is a lack of jobs in the country.

We cannot put school leavers into work when there are many other unemployed people.

Learners can access some forms of education free of charge/subsidized/we already currently do this.

Thank the learner.

End of Examination