

**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.

1. Can you describe a place you have visited recently and what it was like?
2. Can you tell me three things about yourself; when you were a child and what you are like now.
3. What is your favourite leisure activity and how does it make you feel when you do it?
4. If you could choose to be famous, what would you like to be famous for and give three reasons why.
5. Describe what you would take on holiday with you 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, 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 prompt by asking the learner by asking the learner if they would like to be remembered for doing something special; are they good at anything, for example playing football, drawing or singing or would they like to be famous for doing something good to help people or the world. 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.

Situation 1: You offered to cook a meal for some friends, but during the afternoon you got distracted on Facebook. You burnt the food and now it's too late to go shopping. Your friends are due to arrive in the next half hour. You need to explain what has happened and make a suggestion. What would you say?

Situation 2: You promised to send your friend a birthday card with cinema tickets, but forgot to post it. Your friend really wanted to see the film, but now it's too late and you have to phone your friend and explain why you didn't post the card and tickets. What would you say?

Situation 3: Your friend hasn't done their homework and wants to copy your work. You are worried that the teacher will think you are cheating and won't believe the work is your own. You are not happy about lending your friend the work. What would you say?

Situation 4: You would like to dye your hair blue for charity. You ask your friend if they would like to sponsor you. Tell your friend why you are dyeing your hair and what good causes their money would go to. 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. If the vocabulary used is not understood by the learner, the interlocutor may explain the concept.*

Situation 1: *The learner may be prompted to explain why they had burnt the meal; didn't they smell it cooking? Prompt the learner to suggest a takeaway meal that everyone would like.*

Situation 3: *The learner may be prompted to explain why it is not a good idea to copy their work. Prompt the learners to say how they feel about someone copying their work.*

Situation 2: *The learner may be prompted to explain what went wrong. Prompt the learner to say how they are going to replace the tickets and put things right. How is the friend going to see the film they wanted to see so much?*

Situation 4: *The learner may be prompted to explain why they are dyeing their hair. What the charity is and what the money will be used for.*

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: Your friend has a dog but can't look after it any more. You want it, but your family is not happy about it. You have already told your friend you will have the dog. Persuade your family to adopt the dog. You will have two minutes to prepare your conversation. You may make notes. I will take the place of a family member.

Scenario 2: You want to learn how to ride a horse and would like your friend to take horse riding lessons with you, but your friend is frightened of horses. Convince your friend that it is a good idea and that it is safe. You will have two minutes to prepare your conversation. You may make notes. I will take the place of your friend.

Scenario 3: You would like to make a family calendar for Christmas presents. With photographs of you and your family. Your family thinks it is too embarrassing and are not excited about doing it. Convince your family that it is a good idea. You will have two minutes to prepare your conversation. You may make notes. I will take the place of a family member.

Scenario 4: You want to start a campaign to protect the local environment. There are many problems at the moment; litter, air pollution and water pollution. Choose one of these problems to campaign about and persuade a friend to help you with the campaign. You will have two minutes to prepare your conversation. You may make notes. I will take the place of a 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. 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:

What kind of dog is it, how old is it and is it friendly? I like dogs but they chew furniture and need regular walks; who is going to look after it? How can we afford to keep it? It may be expensive to keep; food bills and vet bills.

Scenario 2:

They are very tall animals. How would I feel safe sitting on its back? Horses frighten me, they have very big mouths, and they might bite me. How do I know how to get on a horse? Do I need any special clothing or equipment?

Scenario 3:

I don't know if the family will agree. I'm camera shy; I don't like having my photo taken. What kind of pictures could we use? People might not like to get this as a gift.

Scenario 4:

I didn't know that you were interested in saving the environment. Why is it important to you? How will you start the campaign? What action do you want to take and what do you want me to do? What are you going to ask people to do?

Thank the learner.

End of Examination

**ESOL International
English Speaking Examination
Level C2 Proficient**

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 2 – Situation 1

You offered to cook a meal for some friends, but during the afternoon you got distracted on Facebook. You burnt the food and now it's too late to go shopping. Your friends are due to arrive in the next half hour. You need to explain what has happened and make a suggestion.

What would you say?

Part 2 – Situation 2

You promised to send your friend a birthday card with cinema tickets, but forgot to post it. Your friend really wanted to see the film, but now it's too late and you have to phone your friend and explain why you didn't post the card and tickets.

What would you say?

Part 2 – Situation 3

Your friend hasn't done their homework and wants to copy your work. You are worried that the teacher will think you are cheating and won't believe the work is your own. You are not happy about lending your friend the work.

What would you say?

Part 2 – Situation 4

You would like to dye your hair blue for charity. You ask your friend if they would like to sponsor you. Tell your friend why you are dyeing your hair and what good causes their money would go to.

What would you say?

Part 3 – Scenario 1

Your friend has a dog but can't look after it any more. You want it, but your family is not happy about it. You have already told your friend you will have the dog. Persuade your family to adopt the dog.

You will have two minutes to prepare your conversation. You may make notes. I will take the place of a family member.

Part 3 – Scenario 2

You want to learn how to ride a horse and would like your friend to take horse riding lessons with you, but your friend is frightened of horses. Convince your friend that it is a good idea and that it is safe.

You will have two minutes to prepare your conversation. You may make notes. I will take the place of your friend.

Part 3 – Scenario 3

You would like to make a family calendar for Christmas presents. With photographs of you and your family. Your family thinks it is too embarrassing and are not excited about doing it. Convince your family that it is a good idea.

You will have two minutes to prepare your conversation. You may make notes. I will take the place of a family member.

Part 3 – Scenario 4

You want to start a campaign to protect the local environment. There are many problems at the moment; litter, air pollution and water pollution. Choose one of these problems to campaign about and persuade a friend to help you with the campaign.

You will have two minutes to prepare your conversation. You may make notes. I will take the place of a friend.