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. Please reply in full sentences.

1. What academic subject do you find most interesting? Why?
2. What are three good study habits for academic success? Explain.
3. Tell me about something or someone that inspires you, and why?
4. What are three ways that technology can help us learn? Explain.
5. What is your dream job? Why?

Additional prompts allowed:

In Part 1, the interlocutor may ask additional questions to probe or clarify e.g. to extend the learner's answer if they have just given very short answers or to check that they have understood what the learner has said. 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 2 responses could include: getting things done early and not putting things off until later. 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.

(Interlocutor may repeat or rephrase the question, if necessary).

Situation 1: You are working on an assignment which is due by the end of term, but you are very busy and won't be able to finish it in time. Call your lecturer and tell them why you need an extension to the deadline. What would you say?

Situation 2: There is an open day coming up at a university that you would like to apply to. The university asks all prospective students to call them to register their interest in attending and provide their details. Call the university to let them know you would like to attend. What would you say?

Situation 3: You have been invited to receive an award at an awards ceremony for exceptionally good performance on a recent assignment. As part of the ceremony, upon receiving the award you have to say a few words to the audience. What would you say?

Situation 4: You overhear some students devising a way to cheat on an upcoming exam. You have been revising hard for this exam and do not think it is fair for them to cheat. You decide to inform the principal. 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 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 say that they have an assignment for another class too, so they have double the usual workload.

Situation 2:
The learner may be prompted to say where they are from and what school they are currently attending.

Situation 3:
The learner may be prompted to thank their teacher for their help and guidance during the assignment.

Situation 4:
The learner may be prompted to say where and when they overheard the students.

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: You have an appointment with a careers advisor to discuss what sort of job you might be able to do after you graduate. You are unable to decide between a few career paths and would like some guidance. Discuss your thoughts with the advisor. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the careers advisor.

Scenario 2: You are giving a presentation next week and would like to make use of one of the empty classrooms on campus to rehearse. Talk to a member of staff at the university to request an allocated a room. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the staff member.

Scenario 3: You have been working on a project on your computer, but the file has suddenly become corrupted. This piece of work is essential and you need to recover it. Talk to a member of tech support to tell them the problem and ask for help. You will have two minutes to prepare your arguments. You may make notes. I will play the role of tech support.

Scenario 4: It is the end of term and students have been invited to provide feedback to the module leader about your course. You have some feedback to share and decide to discuss it with the module leader. You will have two minutes to prepare your arguments You may make notes. I will play the role of the module leader.

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 jobs do you have in mind?
Are you more interested in earning a high salary?
Is there any information you would like?

Scenario 2:
Why do you need to use an empty classroom?
When do you need to use it and how long for?
Do you need help setting up the computer?

Scenario 3:
Tell me exactly what happened?
When was the last time you saved a back-up?
Why is the work so essential?

Scenario 4:
What were the most positive aspects of the course?
What do you think could have been improved?
Would you recommend it to other students?

End of Examination.

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