

**ESOL International
English Speaking Examination**

Level B2 Independent User

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 Independent User Level B2. 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: Personal information.
(Maximum 1.5 minutes)**

(Additional questions may be asked to prompt deeper responses)

I am now going to ask you some questions.

- 1. Can you tell me how old you are?**
- 2. Please tell me three of your favourite meals?**
- 3. Can you tell me your favourite time of year and why you like it?**
- 4. Tell me about what you did last weekend.**
- 5. Tell me three things you would like to do in your free time.**

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 5, the interlocutor may prompt the learner by drawing on examples from things they like to do in their own free time. The interlocutor should use the relevant tense based on the age of the learner. 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. (Maximum 3.5 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 want to hold a leaving party for your group of friends who are all leaving school this July. You decide to contact a local venue to ask if you can hold the party there. Explain to the Manager what kind of party you would like and say when you want to hold the party. What would you say?

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

Situation 2: You are suffering from painful toothache and you decide to make an appointment to see the dentist over the phone. You must explain the symptoms and say why you want to see the dentist. What would you say?

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

Situation 3: You want to go to see a football match in your town and you need to book a ticket. You need to find out the cost of the ticket, which seats are available and the time of the event. You also need to know if you can buy the ticket online. What would you say?

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

Situation 4: You are talking to your friend about the problem of rubbish left in the street where you live. Say what the issues are and what you think should be done to improve the situation.

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

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, e.g. **Online**, **Issues**, is not understood by the learner, the interlocutor may explain the concept.*

In Part 2 the interlocutor may ask additional questions to probe the learner's answers.

Situation 1: The learners may be prompted about kind of venue it is e.g. distance to travel, size, how many people can attend.

Situation 2: The learners may be prompted for example about why they need to have an appointment at the dentist e.g. toothache, need a filling, need to have a tooth pulled out.

Situation 3: If the learner gives a very simple response, such as "Can I have a ticket", the interlocutor may ask the learner to say what event they want the ticket for, the time of the event and how will they get to the event.

Situation 4: If the learner gives a very simple response, such as "there is lots of rubbish" The interlocutor may ask them what kind of rubbish. Where is it found?

Thank the learner.

This is Part 3 of the Speaking Examination. (Maximum 5 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.

Scenario 1: You will now take part in a conversation. One of your friends is thinking of buying a bicycle, but you think another make of bicycle, which is not brand new, but in good condition, is a better buy. Convince your friend that you are right. You will have 2 minutes to prepare your argument. I will take the place of your friend.

Scenario 2: You will now take part in a conversation. You want to join a tennis club but you are nervous of joining on your own. There is a special offer next month of free membership. Convince you friend it is a good idea for you both to join. You have two minutes to prepare for the conversation. You may make notes. I will take the place of your friend.

Scenario 3: You will now take part in a conversation. You want to go to the theatre next month as there is a play you want to see. Convince your friend that it is a good idea that they go with you. You have two minutes to prepare for the conversation. You may make notes. I will take the place of your friend.

Additional information:

There should be a minimum of six 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 don't want a second hand bike.

You prefer the make that you are thinking of buying.

You think a new bike is better value for money.

You want a bike with 5 gears not 4.

Scenario 2:

You don't want to get fit.

You are too busy.

You have been a member of a tennis club before and you don't like them.

You would prefer to do something else.

Scenario 3:

You haven't time to go.

You haven't got enough money

You don't like that sort of play

You don't like the main actor in the play.

Thank the learner.

End of Examination