

**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 Spoken examination, (level), (date) for (learner’s name)’. Please state your name for the recording(learner name).

This is Part 1 of the Speaking Examination. (Approximately 1.5 minutes)

(Additional questions may be asked to prompt deeper responses)

I am now going to ask you some questions:

1. What is your date of birth? How do you celebrate your birthday?
2. Can you tell me three things you used to do when you were younger, and what you enjoyed about them?
3. What will you do this evening? Who will you see?
4. Can you tell me three things about your usual routine in the morning? What would you like to change?
5. Can you tell me about the sort of music you like, and 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 4, the interlocutor may prompt the learner by asking what time they get up and what they do next or what they have for breakfast. 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 3.5 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 scenarios.

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

Situation 1: Your friend from England is coming to visit you. Tell your friend what you are planning to do, visit and see during their stay with you. What would you say?

Situation 2: You are lost in a town that you do not know very well and need to find your way back to your hotel. You stop a passer-by and ask them to help you. What would you say?

Situation 3: You would like to go on holiday to London but your family say that it is too expensive. You tell your family why you think this holiday is a good idea and how you will afford it. What would you say?

Situation 4: Your bag has been stolen while you were in a shop and you go to the police station to report the theft. Describe your bag and its contents and give an account of what happened. 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 learners may be prompted about activities that they could do, places of interest to visit in the area, and where the English friend will stay.*

Situation 2: *The learners may be prompted by asking to explain what the problem is and what the name of the hotel is.*

Situation 3: *The learner may be asked to give information about what there is to do in London and what they will do to (maybe a job) to earn the money to pay for the holiday.*

Situation 4: *The learner may be asked to give information about the material, colour and size of the bag and what was in it, and where and how it was lost.*

Thank the learner.

This is Part 3 of the Speaking Examination. (Approximately 5 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 are shopping for clothes with a friend. They want to buy a jacket but you do not think it suits them. Tell them why you do not think they should buy it and suggest something else. You will have two minutes to prepare for the conversation. You may make notes. I will take the place of your friend.

Scenario 2: You are eating dinner in a restaurant with your family and you find something wrong with your food. Call the waiter and explain what the problem is and what you would like them to do about it. You will have two minutes to prepare your arguments. You may make notes. I will take the place of the waiter.

Scenario 3: You are visiting your friend in hospital. Ask them some questions to find out how they are and make some suggestions about what you can do together when they come home from hospital. You will have two minutes to prepare for the conversation. You may make notes. I will take the place of your friend.

Scenario 4: You are attending an interview for a part-time job as an assistant in a shop. You need to show why you would be a good person to employ in this position. Greet the interviewer and respond to their questions. You will have two minutes to prepare for the conversation. You may make notes. I will take the place of the interviewer.

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. 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 do you think of the style of the jacket?
What do you think of the colour?
What do you think would look better?*

Scenario 3:

*I am feeling well, but a bit tired.
My tonsils are gone now, I have to eat soft food for a while.
I would like to go and watch a film.*

Scenario 2:

*Is your food all right?
What is wrong with your food?
What would like to do, have a refund, chose another selection from the menu?*

Scenario 4:

*Why have you applied for the job?
What skills or qualities do you have?
How would you handle an awkward customer?*

Thank the learner.

End of Examination

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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 scenarios not being used.

Part Two - Situation 1

Your friend from England is coming to visit you. Tell your friend what you are planning to do, visit and see during their stay with you. What would you say?

Part Two - Situation 2

You are lost in a town that you do not know very well and need to find your way back to your hotel. You stop a passer-by and ask them to help you. What would you say?

Part Two - Situation 3

**You would like to go on holiday to London but your family say that it is too expensive.
You tell your family why you think this holiday is a good idea and how you will afford it.
What would you say?**

Part Two - Situation 4

Your bag has been stolen while you were in a shop and you go to the police station to report the theft. Describe your bag and its contents and give an account of what happened. What would you say?

Part Three - Scenario 1

You are shopping for clothes with a friend. They want to buy a jacket but you do not think it suits them. Tell them why you do not think they should buy it and suggest something else. You will have two minutes to prepare for the conversation. You may make notes. I will take the place of your friend.

Part Three - Scenario 2

You are eating dinner in a restaurant with your family and you find something wrong with your food. Call the waiter and explain what the problem is and what you would like them to do about it. You will have two minutes to prepare your arguments. You may make notes. I will take the place of the waiter.

Part Three - Scenario 3

You are visiting your friend in hospital. Ask them some questions to find out how they are and make some suggestions about what you can do together when they come home from hospital. You will have two minutes to prepare for the conversation. You may make notes. I will take the place of your friend.

Part Three - Scenario 4

You are attending an interview for a part-time job as an assistant in a shop. You need to show why you would be a good person to employ in this position. Greet the interviewer and respond to their questions. You will have two minutes to prepare for the conversation. You may make notes. I will take the place of the interviewer.

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