ESOL International

English Speaking Examination

Level A2 Improver

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 Improver Level A2. Today is …….. (date).

The learner's name is ……. Please state your name for the recording …… (learner speaks name).

This is Part One of the Speaking Examination: Personal information.

(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 is your favourite hobby?
2. Can you tell me about three meals you like to eat?
3. What is your morning routine like?
4. Can you tell me three things that you have bought this month?
5. Can you describe an important day in your life?

Thank the learner.

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, prompt learners to explain what they bought (clothes, technology, media) etc. Interlocutors should be aiming to guide the learner towards language structures expected at this level.

Thank the learner.

This is Part Two of the Speaking Examination. (Approximately 2 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 situations.
(Interlocutor may repeat or rephrase the question, if necessary).

Situation 1: You are telling your friend about a birthday party you went to. What would you say?

Situation 2: **You are talking to your family about a recent day out with your friends. What would you say?**

Situation 3: You want to invite some classmates to come to your house to watch a film together. What would you say?

Situation 4: Call your teacher to explain why you can't come to class this week. What would you say?

Additional prompts allowed:

*It is expected that the learner gives a minimum of **three sentences** to respond to each situation; these will probably all be very short, simple sentences. 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 or rephrase.*

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

Scenario 1:
The learners may be prompted, for example: when the birthday was, who was there, what they ate/drank, etc.

Scenario 2:
The learners may be prompted, for example, by asking where they went, what they did, who they went with, how long they stayed, how they travelled, etc.

Scenario 3:
The learners may be prompted, for example: which films they could watch, what day/time, who else will be there, etc.

Scenario 4:
The learners may be prompted, for example, by asking why they couldn't come to class, how they will catch up on homework, when they will come back, etc.

Thank the learner.

This is Part 3 of the Speaking Examination. (Approximately 2-3 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 have two minutes to prepare your conversation. You may make notes.**

Scenario 1: You booked a dentist's appointment but now you need to change the time. You phone the dentist's office and speak with the receptionist. You will have two minutes to prepare the conversation. You may make notes. I will play the role of the receptionist.

Scenario 2: You want to invite your friend to come with you to a family birthday party. Speak with your friend about the party. You will have two minutes to prepare the conversation. You may make notes. I will play the role of your friend.

Scenario 3: You want to book a taxi home from a concert next month. Call the taxi company to discuss the details. You will have two minutes to prepare the conversation. You may make notes. I will play the role of the taxi company receptionist.

Scenario 4: You saw some trainers that you liked in a local store, but they didn't have your size. Phone a different store to ask if they have them. You will have two minutes to prepare the conversation. You may make notes. I will play the role of the shop assistant.

Additional information:
*There should be a minimum of **four exchanges** to ensure that the learner has considered a number of options and put across sufficient information. If the learner does not understand a word or phrase, the interlocutor may explain the concept. Ideas that the **interlocutor** may use include:*

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Scenario 1:
When did you book the appointment?
What date and time did you book?
What time can you come instead?

Scenario 2:
Where is the party?
Who will be there?
How long will we stay there for?

Scenario 3:
What date and time would you like to book?
How many people will be in the taxi?
Where are you coming from and going to?

Scenario 4:
Which trainers were they?
What size do you need?
Can you come to our store to collect them?

End of Examination

Thank the learner.

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