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)

'The learner's name is …….. Please state your name for the recording ……. (learner's 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. Please reply in full sentences.

1. What do you like to do in your free time?
2. Tell me three things that would be important in your ideal job. Explain.
3. Who is your favourite person and why?
4. Tell me three things you want to achieve in your life.
5. Would you prefer to work at home or in the office? 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 rephrasing the question or explaining the vocabulary, if the learner is struggling for ideas. 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 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 talk to your work colleague. You want to do something fun after work. Tell them what you would like to do. What would you say?

Situation 2: You are talking to a friend who is very worried about their studies. You give them some advice on what they should do. What would you say?

Situation 3: You are talking to a friend at work about a colleague who is leaving. You want to collect some money from other colleagues at work to buy them a leaving gift. What would you say?

Situation 4: You've been offered a new position at work. This would mean a promotion and a pay rise. You are really excited about the offer and want to tell your parents. Call your parents. 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 could be asked to give details of what they would like to do after work, where, and why.

Situation 2:
If the learner is struggling to think of ideas, they may be prompted by asking them questions about what things they could suggest to reduce the friend's worries.

Situation 3:
The learner may be prompted to give ideas about what sort of gift they would like to buy.

Situation 4:
The learner could be prompted to say what the job is and how they feel about the pay rise.

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 for the conversation. You may make notes.**

Scenario 1: You want to go to a restaurant after work with your work friend, but your friend wants to go the cinema. Persuade them that your idea is better. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

Scenario 2: You want to borrow your parents' car for an important event, but you don't think they will let you. Try to persuade them. You will have two minutes to prepare your arguments. You may make notes. I will play the role of one of your parents.

Scenario 3: You bought a second-hand laptop and it isn't working. You ring the shop and tell them you want a refund. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the shop manager.

Scenario 4: You have been given a big project at work and need more resource to enable you to complete the project on time. Persuade your manager to employ two additional team members for the duration of the project. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your manager.

Additional prompts allowed:

*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:
Why do you want to go to a restaurant?
If we go to the cinema, we could get some food there.
The cinema is less expensive than a restaurant.

Scenario 2:
I'm sorry but you haven't much driving experience.
Why don't you get the bus or the train?
How do I know you will look after the car?

Scenario 3:
I'm sorry we can't give refunds on second-hand goods.
What seems to be the problem?
Would you like to see if we can fix it?

Scenario 4:
Why do you need more resource?
How will the additional team members help?
Who will train them up?

End of examination

Thank the learner

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