

**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. (Approx 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 one thing that you did yesterday?**
- 2. Please tell me three places that you have visited which you have really liked.**
- 3. Can you tell me your favourite TV programme and why you like it?**
- 4. Tell me about one thing that you own that is very special to you.**
- 5. Tell me three things you liked about your last holiday or day out.**

*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 their own holiday or day out. 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. (Approx 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 party for a group of your friends. You decide to contact a local venue to ask if you can hold it there. Explain to the venue what you would want the party to be 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 talking to your teacher. You want to continue your English studies. Two of the ways to continue studying are: continue attending classes or take an online course. Decide which way you would prefer. You must present your choice giving reasons for your choice.**

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

**Situation 3: You are talking to your friend about crime within your local area. Say what issues there are and what you think should be done to improve the situation.**

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

**Situation 4: Talk to your friend about the work of a local or national charity or about a charity that you have supported through a charity event or through volunteering. Tell your friend about the people the charity supports or how the event or the voluntary work supported the charity.**

*(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. games console, fast food 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 what type of venue would they choose and why, how many people they would have to the party, whether it would have a theme, what type of food would they want etc.*

*Situation 2: The learners may be prompted for example, by asking them why they would choose that particular option, e.g. an online course is more flexible and you can fit it in at any time, a class would help with social interaction. They could be asked what the benefits of the chosen method would be for them.*

*Situation 3: If the learner gives a very simple response, such as "There is a lot of crime ...", the interlocutor may ask the learner to give examples of crime that they are aware of. The interlocutor may challenge the examples given and ask what impact the crime has on the neighbourhood.*

*Situation 4: The learner may be prompted by asking about any charity that they are aware of and what type of people they support. They could be asked about any charity event that has been on the news or TV or in the local area if they have not undertaken any voluntary work or charity event. They could be asked about local charities and why they think that they are important to the community.*

**Thank the learner.**

**This is Part 3 of the Speaking Examination. (Approx 5 minutes)**

*The interlocutor chooses one of the scenarios 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.*

**Scenario 1: You will now take part in a conversation. One of your friends is thinking of buying a brand new car, but you think that another type of car, which is not brand new, is much better. Convince your opponent that you are right. You will have two minutes to prepare your arguments. I will take the place of your opponent.**

**Scenario 2: You will now take part in a conversation. Your teacher has suggested that your class will do a charity event for a specific charity. However, you feel strongly that the event should be for a different charity. Convince the person that you are right. You will have two minutes to prepare your arguments. I will take the place of your opponent.**

**Scenario 3: You will now take part in a conversation. There have been a lot of mobile phones stolen in your local area. You think that the council should put up more cameras to try to catch the thieves, but your friend thinks that there should be more police on the street. Convince the person that you are right. You will have two minutes to prepare your arguments. I will take the place of your opponent.**

*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:*

*I think you should be looking at how much fuel the car uses.*

*This car is more environmentally friendly.*

*This car goes much faster than that.*

*It would cost less if you bought a used car and the previous owner has dealt with any problems when the car was new.*

*Scenario 2:*

*Choose a different charity to that identified by the learner. Talk about the type of people supported by the charity and why you feel that they deserve the support. If yours is a local and the learner's is a national charity, state that not as many people choose to support a local charity that will support local people, or if you are promoting a national charity, explain why the impact of that charity would be wider than a local one. You could say that a charity has supported a friend or one of your family. You could say that you have done an event for this charity in the past and they have been very grateful.*

*Scenario 3:*

*Cameras could be used to track the movements of the thief to help the police. People feel safer if there are cameras around. It would cost less to install cameras than put another police officer on the street. More cameras could be installed than police put in place.*

**Thank the learner.**

**End of Examination**