

**ESOL International
Sample 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

**NOCN ESOL International Speaking
Level B2 Independent User Paper CC
Sample Interlocutor Script**



Interlocutor:

My name is..... and this 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. (Maximum 1.5 minutes)

I am now going to ask you some questions.

- 1. Can you tell me where you have been learning English?**
- 2. Please describe three places that you like to go to with your friends.**
- 3. Can you tell me your favourite piece of music and why you like it?**
- 4. What did you have to eat for your main meal yesterday?**
- 5. Give me three reasons why people must recycle.**

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 how...), 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 3, the interlocutor may prompt the learner by suggesting that this may be a song from the music chart, one by a favourite singer or band or a piece of classical music that they like. 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 are talking to your best friend. Tell them about the type of food you like to eat and why you like to eat that type of food.

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

Situation 2: Your school or college is planning a charity event. One idea is a sponsored walk and another is a sponsored silence. Explain which idea you would support and why.

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

Situation 3: What do you think should be done to reduce traffic congestion in the local area?

(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. charity event, traffic congestion, sponsored silence 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 why they particularly like the food, for example the flavour, because it is sweet/spicy. etc

Situation 2: The learners may be prompted for example, by asking them why they would choose this, what benefits would it bring to them or why they would not choose the other event.

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Situation 3: If the learner gives a very simple response, such as 'ban cars', the interlocutor may ask the learner to give reasons why they would say that. The interlocutor may challenge the reasons given and ask for justification for this.

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. Your idea about a charity event is popular. However, there is one person who thinks strongly that a different event will be a better idea. 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. You have been asked to persuade a local council member to support your campaign to reduce the number of fast food outlets in the area. The council member does not want to support your campaign. Convince the council member that you are right. You will have two minutes to prepare your arguments. I will take the place of the council member.

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:

No one will want to do what you are suggesting

People do not like taking part in charity events

There will be local opposition to the idea.

It will have an adverse impact on the local community.

Scenario 2:

It will not be popular in the community

It will mean that people lose their jobs

There is a chance that I will lose my place on the council if I support the campaign

I cannot be seen to support this campaign as the council wants to attract all types of business to the area.

Thank the learner.

End of Examination