

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 speaks name).**

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

I am now going to ask you some questions. Please reply in full sentences.

1. What do you like to do when you have a day off work or school?
2. If you could go to London, what three things would you do there?
3. Can you tell me what you think of podcasts?
4. What are three of the most important things in your life?
5. Tell me a way in which mobile phones have improved our lives.

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 3, the interlocutor may prompt the learner by rephrasing the question or explaining what podcast means, 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 call your friend to cancel an engagement with them. Explain why you can't meet with them and suggest another time you could see your friend. What would you say?

Situation 2: Your neighbour is unable to go out at the moment. You would like to help by doing some shopping for them. Tell them when you will be available and what you can do for them. What would you say?

Situation 3: You recently bought a shirt, but you don't really like it. You decide to offer it to your friend. Tell them why you don't want it and why it would suit them better. What would you say?

Situation 4: You receive the bill in a restaurant and notice you have been charged for two items you had not ordered. Tell the waiter about the mistake and explain what you ordered. 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 why they cannot meet, an emergency or that the car won't start, and to say something about when they could meet again.

Situation 2:

If the learner is struggling to think of ideas, they may be prompted by asking them simple questions about what they could buy for the neighbour.

Situation 3:

The learner may be prompted to give information about why they don't want the shirt, too small, wrong colour and why it would suit the friend.

Situation 4:

The learner could be prompted to talk about what the wrong items are and what they actually ordered.

Thank the learner.

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

*The interlocutor chooses **one scenario** 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.*

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 are away with your friend and you would like to visit a museum. Your friend says they would rather go shopping. Explain why they would enjoy visiting the museum and persuade them to go with you. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

Scenario 2: You recently bought a new smoothie maker. When you try to use it, you realise it doesn't work. You take it back to the shop and explain the problem. Persuade the employee to exchange it for another one, or give you your money back. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the employee.

Scenario 3: You are at the cinema and are disturbed by a person in front of you texting on their mobile phone during the film. Explain to them why their behaviour is a problem and persuade them to stop texting on their phone. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the person in the cinema.

Scenario 4: You have been invited to stay with your pen friend abroad for a week, but a family member thinks it will be too expensive. Explain how you will pay for the trip and convince them that it will be a good experience for you. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the family member.

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:

*I think museums are boring.
Don't you think shopping is more fun?
Why would I like visiting the museum?*

Scenario 2:

*Hello, how can I help you?
What is wrong with the smoothie maker?
What would you like me to do?*

Scenario 3:

*I'm sorry, what is the problem?
How am I disturbing you?
I have important messages to send.*

Scenario 4:

*I don't think you should go.
A trip abroad will be very expensive.
How will you be able to afford it?*

Thank the learner.

End of Examination

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English Speaking Examination

Level B2 Independent User

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 situations or scenarios not being used.

Part Two - Situation 1

You call your friend to cancel an engagement with them. Explain why you can't meet with them and suggest another time you could see your friend.

What would you say?

Part Two – Situation 2

Your neighbour is unable to go out at the moment. You would like to help by doing some shopping for them. Tell them when you will be available and what you can do for them.

What would you say?

Part Two – Situation 3

You recently bought a shirt, but you don't really like it. You decide to offer it to your friend. Tell them why you don't want it and why it would suit them better.

What would you say?

Part Two – Situation 4

You receive the bill in a restaurant and notice you have been charged for two items you had not ordered. Tell the waiter about the mistake and explain what you ordered.

What would you say?

Part Three – Scenario 1

You are away with your friend and you would like to visit a museum. Your friend says they would rather go shopping. Explain why they would enjoy visiting the museum and persuade them to go with you.

You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

Part Three – Scenario 2

You recently bought a new smoothie maker. When you try to use it, you realise it doesn't work. You take it back to the shop and explain the problem. Persuade the employee to exchange it for another one, or give you your money back.

You will have two minutes to prepare your arguments. You may make notes. I will play the role of the employee.

Part Three - Scenario 3

You are at the cinema and are disturbed by a person in front of you texting on their mobile phone during the film. Explain to them why their behaviour is a problem and persuade them to stop texting on their phone.

You will have two minutes to prepare your arguments. You may make notes. I will play the role of the person in the cinema.

Part Three - Scenario 4

You have been invited to stay with your pen friend abroad for a week, but a family member thinks it will be too expensive. Explain how you will pay for the trip and convince them that it will be a good experience for you.

You will have two minutes to prepare your arguments. You may make notes. I will play the role of the family member.

NOCN Group

Acero Building
1 Concourse Way
Sheaf Street
Sheffield
S1 2BJ
UK

E-mail: nocn@nocn.org.uk

Tel: +44 (0) 300 999 1177