

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 kind of music do you enjoy? Why?
2. Tell me about your three favourite websites.
3. If you could do any job for one day, what would it be? Why?
4. Tell me about three things you do to stay healthy.
5. What do you think it feels like to win a race? 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 asking if they play sports, do exercise, eat healthy food, 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 are at a train station. Your train has been delayed and you're going to be late meeting your friend. Call them to explain what has happened. What would you say?

Situation 2: You are at a clothes shop and you want to return a jacket. Speak to the shop assistant and explain the problem. Tell them you want a refund. What would you say?

Situation 3: You are planning a surprise party for a friend. Talk to another friend about your ideas for the party and tell them to keep it a surprise. What would you say?

Situation 4: Your friend is going on holiday. They want some ideas of the kind of souvenir they could bring you. Call them to tell them what you would like. 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 the train is delayed and how the travel plans will be affected.

Situation 3:

The learner may be prompted to give information, for example where it will be and what food to have.

Situation 2:

If the learner is struggling to think of ideas, they may be prompted by asking them why they want to return the jacket.

Situation 4:

The learner could be prompted to give details of things they like; fan, chocolate, hat.

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: Your school is organising a class trip and your teacher wants to visit a museum. You think it would be more fun to go to an amusement park instead. Persuade your teacher 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 teacher.

Scenario 2: You've been invited to your best friend's birthday party, but it's the same day as your cousin's wedding. Try to convince your best friend why you have to attend the wedding. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your best friend.

Scenario 3: You want to join a sports club after school, but your parents think you should focus more on your studies. Convince them why joining the club is a good idea. You will have two minutes to prepare your arguments. You may make notes. I will play the role of one of your parents.

Scenario 4: Your cousin wants to watch a historical film, but you don't. Suggest another type of film to watch and persuade them it would be more enjoyable. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your cousin.

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:

*The museum will be more interesting.
Aren't amusement parks just for children?
The museum has a lot of great fun facts.*

Scenario 2:

*I was really hoping you'd come to my party.
Can't you just miss the wedding?
Could you come to the party after the wedding?*

Scenario 3:

*I'm worried it will distract you from your homework.
How many hours a week is the club?
What makes this so important to you?*

Scenario 4:

*But historical films are exciting!
Why don't you want to watch it?
What would you rather watch instead?*

Thank the learner.

End of Examination.

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ESOL International

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 are at a train station. Your train has been delayed and you're going to be late meeting your friend. Call them to explain what has happened.

What would you say?

Part Two - Situation 2

You are at a clothes shop and you want to return a jacket. Speak to the shop assistant and explain the problem. Tell them you want a refund.

What would you say?

Part Two - Situation 3

You are planning a surprise party for a friend. Talk to another friend about your ideas for the party and tell them to keep it a surprise.

What would you say?

Part Two - Situation 4

Your friend is going on holiday. They want some ideas of the kind of souvenir they could bring you. Call them to tell them what you would like.

What would you say?

Part Three - Scenario 1

Your school is organising a class trip and your teacher wants to visit a museum. You think it would be more fun to go to an amusement park instead. Persuade your teacher 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 teacher.

Part Three - Scenario 2

You've been invited to your best friend's birthday party, but it's the same day as your cousin's wedding. Try to convince your best friend why you have to attend the wedding.

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

Part Three - Scenario 3

You want to join a sports club after school, but your parents think you should focus more on your studies. Convince them why joining the club is a good idea.

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

Part Three - Scenario 4

Your cousin wants to watch a historical film, but you don't. Suggest another type of film to watch and persuade them it would be more enjoyable.

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

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