

**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.

1. What is your favourite band/group? What do you like about them?
2. Tell me three things you like to do on holiday and why?
3. What type of art do you like? Can you tell me why?
4. Tell me three things you would change in the world? Which would be the first?
5. Can you tell me what colour makes you happy and 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 2, the interlocutor may prompt the learner by asking, do you like swimming; do you like sunbathing; do you like visiting new places? 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 go to a pet shop to buy a pet. Tell the shopkeeper what type of pet you would like and the reasons why you want that type of pet. What would you say?

Situation 2: You are at the travel agents. Tell the sales advisor the type of holiday you would like, where you would like to go and the type of accommodation you want. What would you say?

Situation 3: You can't decide which restaurant to go to. You call a friend and ask for recommendations, telling them about the type of food you like to eat and any types of food that you would prefer. What would you say?

Situation 4: You are organising a film night for friends. You go to the shop to buy some DVDs, you ask the assistant to help you; tell the assistant the types of films you are interested in and any actors you 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 may be prompted about different types of pets you can buy from a pet shop. Do they have the time and space to look after a pet.*

Situation 2: *The learner may be prompted with holiday suggestions: activities, walking, relaxing. Different types of accommodation that is available e.g. tents, hotels, caravans...*

Situation 3: *The learner may be prompted about different world cuisines; examples of dishes.*

Situation 4: *The learner may be prompted about genres of films, some famous actors/actresses.*

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 the conversation. You may make notes.

Scenario 1: You are buying a new phone from a shop. Explain to the assistant what features you want the phone to have and what feature you will use the most. You will have two minutes to prepare for the conversation. You may make notes. I will play the role of the shop assistant.

Scenario 2: You want to have a stall at the next village fair. Ask the fair organiser when will it be and tell them what you want to sell. You need to know how much it will cost, how many people can work on the stall and if there is a car park. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the fair organiser.

Scenario 3: You are changing your garden. Speak with the garden designer and tell them what you want in the garden, such as different areas, different plants and flowers. Explain that you like to entertain friends so you would like a seating area. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the garden designer.

Scenario 4: You are going out for the day with friends, but can't decide what to do. Call one of your friends to discuss some ideas about where to go. Explain to your friend that you do not have a lot of money to spend and would like to take a picnic with you. You will have two minutes to prepare for the conversation. You may make notes. I will play the role of your friend.

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. 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:

*Are you looking for a smart phone?
What features do you use the most?
Do you have a maximum budget?*

Scenario 3:

*What are you planning to use your garden for?
If you are entertaining, how about an eating area?
Do you want a relaxing area, with loungers?*

Scenario 2:

*What type of goods will you be selling?
We have two different stall sizes, depending on what you are selling.
If the weather is good, it will be on the...*

Scenario 4:

*How about the beach, it doesn't cost anything?
The cinema has reduced prices on a Tuesday.
What about a day playing board games at the park?*

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 go to a pet shop to buy a pet. Tell the shopkeeper what type of pet you would like and the reasons why you want that type of pet.

What would you say?



Part Two - Situation 2

You are at the travel agents. Tell the sales advisor the type of holiday you would like, where you would like to go and the type of accommodation you want.

What would you say?



Part Two - Situation 3

You can't decide which restaurant to go to. You call a friend and ask for recommendations, telling them about the type of food you like to eat and any types of food that you would prefer.

What would you say?



Part Two - Situation 4

You are organising a film night for friends. You go to the shop to buy some DVDs, you ask the assistant to help you; tell the assistant the types of films you are interested in and any actors you like.

What would you say?



Part Three - Scenario 1

You are buying a new phone from a shop. Explain to the assistant what features you want the phone to have and what feature you will use the most.

You will have two minutes to prepare for the conversation. You may make notes. I will play the role of the shop assistant.



Part Three - Scenario 2

You want to have a stall at the next village fair. Ask the fair organiser when will it be and tell them what you want to sell. You need to know how much it will cost, how many people can work on the stall and if there is a car park.

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



Part Three - Scenario 3

You are changing your garden. Speak with the garden designer and tell them what you want in the garden, such as different areas, different plants and flowers. Explain that you like to entertain friends so you would like a seating area.

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



Part Three - Scenario 4

You are going out for the day with friends, but can't decide what to do. Call one of your friends to discuss some ideas about where to go. Explain to your friend that you do not have a lot of money to spend and would like to take a picnic with you.

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

**NOCN ESOL International Speaking
Level B2 Independent User Winter 2019
Speaking Booklet – SET 1**



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