

**ESOL International**

**English Speaking Examination**

**Level B2 Independent User**

**Instructions to interlocutor**

Add the learner's name to the attendance register.

Check the learner has an Entry form.

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).**

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

1. Which is your favourite TV programme, and why do you like it?
2. Can you tell me three things you like to do in the holidays?
3. How did you celebrate your last birthday?
4. Can you tell me three things you are hoping to do at the weekend?
5. What would you do if you found an expensive piece of jewellery in the street?

**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 about people they see and activities that they may do during the holidays. In question 5, the interlocutor could prompt by suggesting types of jewellery such as a ring if the learner is hesitant about the vocabulary. 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: There is a new person in your English class. You decide to try to get to know that person. You tell the new class member about yourself and your studies and about the English class. What would you say?**

**Situation 2: You have a bad toothache. You telephone the dentist to make an appointment. You tell them some details about yourself and when you want the appointment. What would you say?**

**Situation 3: You have recently had a meal in a restaurant that you had not been to before. You had a wonderful experience. Tell your friend about the place and what the food was like. What would you say?**

**Situation 4: You have broken a beautiful vase belonging to a family member and they are upset. You apologise and explain how it happened and what you would like to do. What would you say?**

**Additional prompts allowed:**

*The learner is expected to respond in a minimum of **four sentences** to each situation, including at least one compound sentence. The interlocutor may ask supplementary questions to gain a sufficiently detailed response.*

**Situation 1:**

*The learner could be encouraged to talk about themselves and the class and say why they are studying English.*

**Situation 3:**

*The learner may be prompted to talk about a meal and to give details about when they went to the restaurant etc.*

**Situation 2:**

*If the learner is struggling to think of ideas, they may be prompted by asking them to give a few facts about the problem, such as when the tooth started to hurt.*

**Situation 4:**

*If the learner does not understand the vocabulary, such as “vase”, the interlocutor may rephrase or explain the concept.*

**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.*

**Scenario 1: A family member wants you to go shopping with them on Saturday, but you would rather go for a walk as the weather is so beautiful. Persuade the family member that it would be better to go for a walk. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of the family member.**

**Scenario 2: You have won two tickets to see your favourite band. You ask your friend to go with you, even though they do not really like the band. You phone your friend to convince them to go with you. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of your friend.**

**Scenario 3: Your neighbour is learning to play the drums and often practices in the evening. You decide to speak to your neighbour about the noise. Persuade them to practise earlier in the day when you are not at home. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of the neighbour.**

**Scenario 4: A parcel has not arrived. You phone the company to find out what has happened to your order. You explain when and what you ordered and ask them to solve the problem. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of the company employee.**

**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:**

*Why don't you want to go shopping?  
There's a new shop I want to see. Why don't we go there?  
I don't like walking. It hurts my feet!*

**Scenario 2:**

*I'm not sure if I really want to go.  
I don't really like the music of this band.  
What time is the band on?*

**Scenario 3:**

*I'm sorry, what is the problem?  
I need to practise as I'm entering a competition.  
What times of the day are you out?*

**Scenario 4:**

*How can I help you?  
When did you place your order?  
We will deliver it to you tomorrow morning.*

**Thank the learner.**

**End of Examination**



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**ESOL International**

**English Speaking Examination**

**Level B1 Intermediate**

**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**

**There is a new person in your English class. You decide to try to get to know that person. You tell the new class member about yourself and your studies and about the English class.**

**What would you say?**



**Part Two – Situation 2**

**You have a bad toothache. You telephone the dentist to make an appointment. You tell them some details about yourself and when you want the appointment.**

**What would you say?**

**Part Two – Situation 3**

**You have recently had a meal in a restaurant that you had not been to before. You had a wonderful experience. Tell your friend about the place and what the food was like.**

**What would you say?**

**Part Two – Situation 4**

**You have broken a beautiful vase belonging to a family member and they are upset.  
You apologise and explain how it happened and what you would like to do.**

**What would you say?**

**Part Three – Scenario 1**

**A family member wants you to go shopping with them on Saturday, but you would rather go for a walk as the weather is so beautiful. Persuade the family member that it would be better to go for a walk.**

**You will have two minutes to prepare for the conversation. You may make notes. I will play the part of the family member.**

### **Part 3 – Scenario 2**

**You have won two tickets to see your favourite band. You ask your friend to go with you, even though they do not really like the band. You phone your friend to convince them to go with you.**

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

### **Part 3 – Scenario 3**

**Your neighbour is learning to play the drums and often practices in the evening. You decide to speak to your neighbour about the noise. Persuade them to practise earlier in the day when you are not at home.**

**You will have two minutes to prepare for the conversation. You may make notes. I will play the part of your neighbour.**



**Part 3 – Scenario 4**

**A parcel has not arrived. You phone the company to find out what has happened to your order. You explain when and what you ordered and ask them to solve the problem.**

**You will have two minutes to prepare for the conversation. You may make notes. I will play the part of the company employee.**



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