

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)

(Additional questions may be asked to prompt deeper responses)

I am now going to ask you some questions:

1. What do you like to do to relax? Why?
2. If you won some money in a writing competition, what three things would you buy?
3. Tell me about an interesting place you have visited, and what you enjoyed about it.
4. Tell me three activities you like to do in the winter. Why?
5. What is your most treasured possession, 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 5, the interlocutor may prompt the learner by rephrasing the question or explaining the vocabulary, 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 ring your cousin. You would like to visit them. Tell them when you are planning to visit them and what you would like to do when you are there. What would you say?

Situation 2: You are eating in a restaurant but the waiter has brought you a pizza instead of the dish you ordered. Tell the waiter about the mistake and explain what you ordered. What would you say?

Situation 3: You are going to wash cars on Saturday to raise money for charity. Tell your friend about what you are planning to do. What would you say?

Situation 4: You are planning a picnic with your family next weekend. Tell a family member what food and drink you will take and where you are thinking of going for the picnic. 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 the visit they want to make to see their cousin, and to say how they are going to get there.

Situation 2:

If the learner is struggling to think of ideas, they may be prompted by asking them simple questions about what food they ordered.

Situation 3:

The learner may be prompted to give information about where they plan to do the activity and which charity they are helping.

Situation 4:

The learner could be prompted to talk about plans for the picnic, such as where to go and what to eat.

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: You want to have a barbecue on Sunday with your family. You tell a family member about this, but they would prefer to go to a restaurant. Persuade them that your idea is better. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the family member.

Scenario 2: You return from a walk in the park and realise you have dropped your mobile phone. You ask a family member to go with you to look for it but they say they are too busy. 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 the family member.

Scenario 3: A friend has asked you to go shopping with them on Saturday, but you would rather do something more interesting. Suggest another activity you could do together and explain why you think this would be better. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

Scenario 4: There is a new student in your language class who is having difficulty with the lessons. You offer to help them. Explain how you can help and persuade them to come to extra classes with you. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the new student.

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 do you want to have a barbecue?
Why not go to a restaurant instead?
Who will do the cooking?

Scenario 2:

Sorry, I don't have time to go with you.
Have you any idea where you dropped your mobile?
Why can't you go on your own?

Scenario 3:

I really want to buy some new clothes.
Why don't you want to go shopping?
What can we do instead?

Scenario 4:

I am fine with my lessons.
I don't feel confident going to extra classes.
Would you be able to help me?

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 ring your cousin. You would like to visit them. Tell them when you are planning to visit them and what you would like to do when you are there.

What would you say?



Part Two - Situation 2

You are eating in a restaurant but the waiter has brought you a pizza instead of the dish you ordered. Tell the waiter about the mistake and explain what you ordered.

What would you say?



Part Two - Situation 3

You are going to wash cars on Saturday to raise money for charity. Tell your friend about what you are planning to do.

What would you say?



Part Two - Situation 4

You are planning a picnic with your family next weekend. Tell a family member what food and drink you will take and where you are thinking of going for the picnic.

What would you say?



Part Three - Scenario 1

You want to have a barbecue on Sunday with your family. You tell a family member about this, but they would prefer to go to a restaurant. Persuade them that your idea is better.

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



Part Three - Scenario 2

You return from a walk in the park and realise you have dropped your mobile phone. You ask a family member to go with you to look for it but they say they are too busy. 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 the family member.



Part Three - Scenario 3

A friend has asked you to go shopping with them on Saturday, but you would rather do something more interesting. Suggest another activity you could do together and explain why you think this would be better.

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



Part Three - Scenario 4

There is a new student in your language class who is having difficulty with the lessons. You offer to help them. Explain how you can help and persuade them to come to extra classes with you.

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



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