

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 is your favourite thing to do on a sunny day? Why?
2. What are your three favourite foods? Explain.
3. What is a skill you would love to learn? Why?
4. What three items would you take on holiday? Why?
5. What is your favourite season of the year? 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 suggesting some items like a book, a camera, mobile phone etc. 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 would like to invite a family member to stay at your house. Call your family member to invite them and tell them your plans for the visit. What would you say?

Situation 2: You are shopping for new shoes. The shop assistant has charged you for three pairs of shoes when you only bought two pairs. Tell them about the mistake and what you would like them to do. What would you say?

Situation 3: You are going to climb a famous mountain at the weekend with your family. Tell your friend about what you are planning to do and why. What would you say?

Situation 4: You are planning a camping trip with your friends. Tell a family member where you are thinking of going and what you will take on the camping trip. 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, what activities they want to do and why they chose to invite them.

Situation 2:

The learner may be prompted to give information about how much they were expecting to pay and what the assistant needs to do.

Situation 3:

The learner may be prompted to give information about where the mountain is and why they are doing the climb i.e. for fun, for charity?

Situation 4:

The learner could be prompted to talk about plans for the camping trip, such as where it is, when they will leave, how long it takes to get there, who is going, and what they will eat and drink.

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 organise a meal at a restaurant for your mum's birthday on Saturday. You tell a family member about this, but they would prefer to order a takeaway instead. 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 shopping and realise you have left your wallet in one of the shops. You ask a friend 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 friend.

Scenario 3: Your teacher has suggested going on a walk as a group activity, but you would rather go on a bicycle ride. Persuade them that cycling would be a better idea. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your teacher.

Scenario 4: Your cousin would like to become better at running. You would like to help them. Convince them that you could help them train to become better. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the 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:

*Why do you want to go to a restaurant?
Why not just eat at home instead?
Who will pay for the meal?*

Scenario 2:

*Sorry, I don't have time to go with you.
Have you any idea which shop you left it in?
Why can't you go on your own?*

Scenario 3:

*It is easier to talk when you walk together.
Not everyone has a bike.
Walking is better as a group activity.*

Scenario 4:

*I can run on my own.
How could you help me?
What ideas do you have?*

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 would like to invite a family member to stay at your house. Call your family member to invite them and tell them your plans for the visit.

What would you say?

Part Two - Situation 2

You are shopping for new shoes. The shop assistant has charged you for three pairs of shoes when you only bought two pairs. Tell them about the mistake and what you would like them to do.

What would you say?

Part Two - Situation 3

You are going to climb a famous mountain at the weekend with your family. Tell your friend about what you are planning to do and why.

What would you say?

Part Two - Situation 4

You are planning a camping trip with your friends. Tell a family member where you are thinking of going and what you will take on the camping trip.

What would you say?

Part Three - Scenario 1

You want to organise a meal at a restaurant for your mum's birthday on Saturday. You tell a family member about this, but they would prefer to order a takeaway instead. 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 shopping and realise you have left your wallet in one of the shops. You ask a friend 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 friend.

Part Three - Scenario 3

Your teacher has suggested going on a walk as a group activity, but you would rather go on a bicycle ride. Persuade them that cycling would be a better idea.

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

Part Three - Scenario 4

**Your cousin would like to become better at running. You would like to help them.
Convince them that you could help them train to become better.**

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

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