

**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).

This is the NOCN ESOL International Spoken examination, (level), (date) for (learner's name). Please state your name for the recording(learner 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. Can you tell me something about your family?
2. Can you tell me three things you like to do in your free time, and why you enjoy doing them?
3. What will you do today after this exam?
4. Can you tell me three things you used to do as a child which you do not do anymore?
5. Can you tell me what you would like to do in the future, 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 4, the interlocutor may prompt the learner by asking what they did at a particular age, where they lived or went school or about a hobby they used to do. 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** of the 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 the doctor's surgery because you are feeling very ill after eating a meal in a restaurant. Describe your symptoms and give the doctor details about when and what you ate.

Situation 2: You ring your friend to invite them to come to a concert with you. Give them the details about when and where the concert will take place, what sort of music there will be and why you think they will enjoy it.

Situation 3: You would like to go to university to study English but your family say that it will cost a lot of money and you should try to get a job instead. You tell your family why you think going to university is a good idea. How you will afford it and what the benefits will be for the future.

Situation 4: You have left your coat on the bus and you ring the bus company to report the loss and ask if it has been found. Describe your coat, including what was in the pockets, and tell them the details of when and where you left it.

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 learners may be prompted about the sort of food they ate, when and where this was and how they are feeling now or what health problems they have had since eating the meal.*

Situation 2: *The learners may be prompted by asking them to give details of the concert and to say why they think the concert would be enjoyable.*

Situation 3: *The learner may be asked to give information about why studying English at university would be beneficial for the future and what they will do to earn the money to pay for their studies.*

Situation 4: *The learner may be asked to give information about the material, colour and size of the coat and what was in the pockets, and where and when it was lost.*

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 have been absent from work for two days and you phone your boss to explain why you have not been able to come to work. You will have two minutes to prepare for the conversation. You may make notes. I will take the place of your boss.

Scenario 2: You are discussing holiday ideas with a friend. You would like to go camping in the mountains but they prefer to go to the seaside. Try to persuade your friend that your idea is better. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

Scenario 3: You recently bought a DVD but when you tried to play it you found that it was faulty. You take it back to the shop to complain and ask for your money back. You will have two minutes to prepare for the conversation. You may make notes. I will take the place of the shop assistant.

Scenario 4: You would like to join a sports club. You phone the club to find out what sports are offered, the cost of membership and any other details you think you will need. You will have two minutes to prepare for the conversation. You may make notes. I will take the place of the receptionist.

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:

*Why have you been absent from work?
What is the problem?
When do you think you will be able to return?*

Scenario 3:

*What is the problem with the DVD?
What would you like me to do?
Do you have your receipt with you?*

Scenario 2:

*I think we would have more fun at the seaside.
What would we do if the weather is bad?
I don't really like camping.*

Scenario 4:

*Why do you want to join the club?
What sports do you like to play?
Is there anything else you want to know?*

Thank the learner.

End of Examination

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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 scenarios not being used.

Part Two

Situation 1: You are at the doctor's surgery because you are feeling very ill after eating a meal in a restaurant. Describe your symptoms and give the doctor details about when and what you ate.

Part Two

Situation 2: You ring your friend to invite them to come to a concert with you. Give them the details about when and where the concert will take place, what sort of music there will be and why you think they will enjoy it.

Part Two

Situation 3: You would like to go to university to study English but your family say that it will cost a lot of money and you should try to get a job instead. You tell your family why you think going to university is a good idea. How you will afford it and what the benefits will be for the future.

Part Two

Situation 4: You have left your coat on the bus and you ring the bus company to report the loss and ask if it has been found. Describe your coat, including what was in the pockets, and tell them the details of when and where you left it.

Part Three

Scenario 1: You have been absent from work for two days and you phone your boss to explain why you have not been able to come to work.

You will have two minutes to prepare for the conversation. You may make notes. I will take the place of your boss.

Part Three

Scenario 2: You are discussing holiday ideas with a friend. You would like to go camping in the mountains but they prefer to go to the seaside. Try to persuade your friend that your idea is better.

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

Part Three

Scenario 3: You recently bought a DVD but when you tried to play it you found that it was faulty. You take it back to the shop to complain and ask for your money back.

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

Part Three

Scenario 4: You would like to join a sports club. You phone the club to find out what sports are offered, the cost of membership and any other details you think you will need.

You will have two minutes to prepare for the conversation. You may make notes. I will take the place of the receptionist.

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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 places do you like to go to and whom do you like to go with, if anyone?
2. What do you consider are best three things about your School/College and what was/is your favorite out of all of them and why?
3. What are your favorite local places to visit and who do you go with?
4. Can you tell me where your three best places to eat and drink are, and why?
5. Can you tell me what you like/dislike about your local public travel services 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 the learner is struggling to think of ideas. For example, in question 4, the interlocutor may prompt the learner by asking what they like to eat, when, what time of day and do you usually eat with friends or family. 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** of the 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 have arranged to go walking in the countryside but unfortunately the weather forecast is wrong, the weather is stormy, but you still want to go. You must explain this to your family. What would you say?

Situation 2: You have decided that you want to live and work in your local area. However, well paid jobs are hard to come by. You discuss this with your family. What would you say?

Situation 3: You would like to improve your oral hygiene by having your teeth straightened with braces, but you have found out that it would be very expensive. You discuss this with your family. What would you say?

Situation 4: You have decided to go on a shopping spree before your summer holidays. However, your family think that this is not a good idea and that you will be wasting your money. 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 learners may be prompted to explain what health and safety precautions they have/or will put in place.*

Situation 2: *The learners may be prompted by asking them what their true expectations for the future are and what effect they could have on their quality of life.*

Situation 3: *The learner may be prompted to seriously consider the pros and cons of having the work done along with the result.*

Situation 4: *The learner may be asked if this is the best way to spend limited funds on things that may not be beneficial and will impact on the summer holidays this year.*

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 go to the theatre to book 4 tickets for you and your friends to see your favourite artist. However, when you try to pay with your debit card, it is refused. How do you deal with it? You will have two minutes to prepare for the conversation. You may make notes. I will take the place of your friend.

Scenario 2: You and some of your friends visit the ice ring as a special treat. However, a member of staff has stopped you and your friends skating, stating that you and your friends are not following the rules. You do not feel you are doing anything wrong. Justify your actions. You will have two minutes to prepare your arguments. You may make notes. I will take the place of the staff member.

Scenario 3: You want to help your community by volunteering as a lifeguard at your local beach. However, although you can swim, you're worried that your level of fitness is not good enough. You will have two minutes to prepare for the conversation. You may make notes. I will take the place a friend.

Scenario 4: You work at your local cinema. However, you have recently had some complaints about your attitude towards some cinema goers. Can you convince your employers that you are the right person for this job? You will have two minutes to prepare for the conversation. You may make notes. I will take the place of your employer.

Additional information:

*There should be a minimum of **six exchanges** to ensure that the learner has considered several 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:

Do you think that you should have checked your account?

Could you have got the money off your friends first?

Can a family member help?

Scenario 3:

You are the best person for this position, you know the local beach.

Will you be able to get any fitter?

Can you cope with the responsibilities?

Scenario 2:

Why are you and your friends ignoring the rules?

You are putting others at risk with your actions?

How would you feel if someone forced you off the ice?

Scenario 4:

Do you think better training would help you?

Are you having any communication problems?

Do you feel under pressure?

Thank the learner.

End of Examination

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Part Two

Situation 1: You have arranged to go walking in the countryside but unfortunately the weather forecast is wrong, the weather is stormy, but you still want to go. You must explain this to your family. What would you say?

Part Two

Situation 2: You have decided that you want to live and work in your local area. However, well paid jobs are hard to come by. You discuss this with your family. What would you say?

Part Two

Situation 3: You would like to improve your oral hygiene by having your teeth straightened with braces, but you have found out that it would be very expensive. You discuss this with your family. What would you say?

Part Two

Situation 4: You have decided to go on a shopping spree before your summer holidays. However, your family think that this is not a good idea and that you will be wasting your money. What would you say?

Part Three

Scenario 1: You go to the theatre to book 4 tickets for you and your friends to see your favourite artist. However, when you try to pay with your debit card, it is refused. How do you deal with it?

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

Part Three

Scenario 2: You and some of your friends visit the ice ring as a special treat. However, a member of staff has stopped you and your friends skating, stating that you and your friends are not following the rules. You do not feel you are doing anything wrong. Justify your actions.

You will have two minutes to prepare your arguments. You may make notes. I will take the place of the staff member.

Part Three

Scenario 3: You want to help your community by volunteering as a lifeguard at your local beach. However, although you can swim, you're worried that your level of fitness is not good enough.

You will have two minutes to prepare for the conversation. You may make notes. I will take the place a friend.

Part Three - Scenario 4

Scenario 4: You work at your local cinema. However, you have recently had some complaints about your attitude towards some cinema goers. Can you convince your employers that you are the right person for this job?

You will have two minutes to prepare for the conversation. You may make notes. I will take the place of your employer.

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