

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 form of exercise do you prefer? Why?
2. What three qualities do you most admire in your teacher?
3. If you could have any job, what would it be? Why?
4. What three items are the most precious to you? Why?
5. What would you like to change in your town? 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 what they like about their teacher. 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 are in a restaurant. You and your friends have been seated near a very noisy table and it is disrupting your meal. Explain to the waiter that you wish to be moved to another table. What would you say?

Situation 2: You would like to go on a school trip. You are a day late handing in your form for the trip. Explain to your teacher why it is late and say that you still want to go. What would you say?

Situation 3: You are going to take part in a fun run next month. Call your friend and tell them about the fun run. What would you say?

Situation 4: You are going away for the weekend. Call your friend to tell them where you are going and what you will be doing. 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 how their meal is being disrupted by the noise, such as not being able to hear their friend talk.

Situation 2:

If the learner is struggling to think of ideas, they may be prompted by asking what might have stopped the learner giving the form in on time and why they hope they can attend.

Situation 3:

The learner may be prompted to give information about where they plan to do the activity and why they want to do it.

Situation 4:

The learner could be prompted to talk about plans for the weekend away, such as where it will be and what types of things they will be doing/seeing.

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 your team to organise a thank you dinner for your sports coach. You will need help to make the event a surprise. Persuade a member of the team to help you make the dinner. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the team member.

Scenario 2: You need a family member to give you a lift to work because your bike has broken. You need to be at work very early in the morning. Persuade a family member to take 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 for a walk with them so you can have a catch up. You have hurt your leg and would struggle. Convince your friend to choose another activity you could do together. 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 café in town that is looking for part time staff. You would like a part time job but have not had a job before. Persuade the owner of the café that you'd be a good worker. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the café owner.

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 do the dinner?
How could we keep it a surprise?
What food should we have?

Scenario 2:

Sorry, I don't really want to get up so early.
Could you borrow someone else's bike?
Could you get the bus instead?

Thank the learner.

Scenario 3:

Why don't you want to go for a walk, we like walking?
Walking is the best thing to do to help you get better.
Why don't we go for a coffee instead?

Scenario 4:

Do you have any work experience?
Why should I employ you?
We could do a trial period for a couple of weeks.

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 are in a restaurant. You and your friends have been seated near a very noisy table and it is disrupting your meal. Explain to the waiter that you wish to be moved to another table.

What would you say?



Part Two - Situation 2

You would like to go on a school trip. You are a day late handing in your form for the trip. Explain to your teacher why it is late and say that you still want to go.

What would you say?



Part Two - Situation 3

You are going to take part in a fun run next month. Call your friend and tell them about the fun run.

What would you say?



Part Two - Situation 4

You are going away for the weekend. Call your friend to tell them where you are going and what you will be doing.

What would you say?



Part Three - Scenario 1

You want your team to organise a thank you dinner for your sports coach. You will need help to make the event a surprise. Persuade a member of the team to help you make the dinner.

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



Part Three - Scenario 2

You need a family member to give you a lift to work because your bike has broken. You need to be at work very early in the morning. Persuade a family member to take 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 for a walk with them so you can have a catch up. You have hurt your leg and would struggle. Convince your friend to choose another activity you could do together.

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 café in town that is looking for part time staff. You would like a part time job but have not had a job before. Persuade the owner of the café that you'd be a good worker.

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



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