

**ESOL International**  
**English Speaking Examination**  
**Level B2 Intermediate**

**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 name).**

**This is Part 1 of the Speaking Examination. (Approximately 1.5 minutes)**

**I am now going to ask you some questions.**

1. What type of pet would you like to have, why?
2. Tell me three things you like the best about your favourite season of the year, why?
3. What type of books do you like to read, why?
4. Name three people, dead or alive, you would like to meet, why?
5. What place or building, anywhere in the world, would you like to visit, 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 3, the interlocutor may prompt the learner by asking: do you like fiction? do you like big novels? do you like speaking/audio books? 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 scenarios.**

**Situation 1:** You are at a restaurant, with family, for your birthday and you can choose anything from the menu. What would you choose?

**Situation 2:** You and your friends are going on a week's holiday to the French Alps. What activities would you like to experience while you are there?

**Situation 3:** You have been shopping for clothes for a cousin's birthday party and meet up with a friend for coffee. Show your friend what you have bought, describing each item. What would you say?

**Situation 4:** Your friend has just left college after passing his exams, but doesn't know what sort of job he wants. What types of jobs would you suggest?

*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 have to ask supplementary questions to gain a sufficiently detailed response.*

*In Part 2 the interlocutor may ask additional questions to probe the learner's answers.*

*Situation 1: The learners may be prompted to think about: starters, main, dessert.*

*Situation 2: The learners may be prompted to discuss: Skiing, snowboarding, sleigh rides.*

*Situation 3: The learners may be prompted to think about style, colour and items of clothing.*

*Situation 4: The learners may be prompted to think about desk jobs, vocational, volunteering.*

**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:** There is a new film out you want to see. Discuss with your friend why you want to see it. **You will have two minutes to prepare the conversation. You may make notes. I will play the role of your friend.**

**Scenario 2:** Your favourite singer or band is playing in a town twenty miles away. You decide to go with a friend, so you meet up to discuss how you are going to get there. **You will have two minutes to prepare the conversation. You may make notes. I will play the role of your friend.**

**Scenario 3:** A friend has invited you to go horse riding at the weekend, but you do not like horses. Talk to your friend to say why you don't want to go riding. **You will have two minutes to prepare the conversation. You may make notes. I will play the role of your friend.**

*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.*

*Ideas that the **interlocutor** may use include:*

*Scenario 1:*

*It features your favourite actor*

*It is only showing for a limited time*

*It will help with an essay you are writing*

*Scenario 2:*

*The local bus, but will it still run at night?*

*You could borrow someone's car, can you or your friends drive?*

*How much will the travelling cost?*

*How long will the journey take?*

*Scenario 3:*

*But you love animals, they are really gentle*

*It will keep us fit*

*If you try it and don't like it then I won't ask you to come again*

**Thank the learner.**

**End of Examination**

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**Level B2 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 scenarios not being used.**

## **Part 2**

### **Situation 1:**

**You are at a restaurant, with family, for your birthday and you can choose anything from the menu. What would you choose?**



**Situation 2:**

**You and your friends are going on a week's holiday to the French Alps. What activities would you like to experience while you are there?**

**Situation 3:**

**You have been shopping for clothes for your cousin's birthday party and meet up with a friend for coffee. Show your friend what you have bought, describing each item. What would you say?**

**Situation 4:**

**Your friend has just left college after passing his exams, but doesn't know what sort of job he wants. What types of jobs would you suggest?**

**Part Three - Scenario 1:**

**There is a new film out you want to see. Discuss with your friend why you want to see it. You will have two minutes to prepare the conversation. You may make notes. I will play the role of your friend.**

**Scenario 2:**

**Your favourite singer or band is playing in a town twenty miles away. You decide to go with a friend, so you meet up to discuss how you are going to get there. You will have two minutes to prepare the conversation. You may make notes. I will play the role of your friend.**

**Scenario 3:**

**A friend has invited you to go horse riding at the weekend, but you do not like horses. Talk to your friend to say why you don't want to go riding. You will have two minutes to prepare the conversation. You may make notes. I will play the role of your friend.**

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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 name).**

**This is Part 1 of the Speaking Examination. (Maximum 1.5 minutes)**

*(Additional questions may be asked to prompt deeper responses)*

**I am now going to ask you some questions. I would like you to answer in full sentences.**

1. Can you tell me your full name and nationality please?
2. Please describe three of your favourite meals.
3. Can you tell me the name of the last film you saw and what it was about?
4. Tell me the names of three sports you like to watch or play.
5. What did you do last weekend?

**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. 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 3, the interlocutor may prompt the learner by asking who was in the film, what kind of film was it, when did they see it, who did they see it with? 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. (Maximum 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:**

**Situation 1: You are planning a trip to the UK. Explain why you want to go to the UK and the things or places you would like to see.** (Interlocutor may repeat or rephrase the question, if necessary).

**Situation 2: You have won some tickets to visit a zoo. Decide which place is the best place to take your family or friends. Speak formally to accept the tickets and say which place you have chosen to go to and why.** (Interlocutor may repeat or rephrase the question, if necessary).

**Situation 3: You are talking to a friend about your diet. Talk about food you like and don't like to eat. Say if you think your diet is healthy or unhealthy and if it needs changing.** (Interlocutor may repeat or rephrase the question).

**Situation 4: You want to know how much it is to rent a flat. Talk about how many bedrooms you need and which area you would like to live in. Speak formally and ask questions about the cost of renting, if the area is quiet or busy and what shops and transport are nearby.** (Interlocutor may repeat or rephrase the question, if necessary).

**Additional prompts allowed:**

*The learner is expected to respond in a minimum of four sentences 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 UK e.g. visiting London, Big Ben, Scotland, Buckingham Palace, the Tower of London and/or other places they know about in the UK.*

**Situation 2:** *The learners may be prompted by asking them to explain the differences between a zoo and a safari park.*

**Situation 3:** *The learners may be asked to give information about their favourite food and food they don't like, if they like to cook food or prefer fast food, and if they think their diet is healthy or if they need to lose weight and eat healthier.*

**Situation 4:** *The learners may be asked to give information about the kind of area they would like to live in and how many bedrooms they would need. You could make suggestions about different areas and costs per week/per month.*

**Thank the learner.**

**This is Part 3 of the Speaking Examination. (Maximum 5 minutes)**

*The interlocutor chooses one of the scenarios 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:** You will now take part in a conversation. You would like your best friend to go with you to the safari park because they have never been there before. Your friend has helped you a lot this year, with your studies and you would like to do something kind for your friend, but you don't have a spare ticket. Convince a member of your family to pay for the ticket for your friend. You will have two minutes to prepare for the conversation. You may make notes. I will take the place of your family member.

**Scenario 2:** You will now take part in a conversation. You believe the play area in the park for young children is in a bad condition; broken swings and dangerous play equipment. You have the opportunity to talk to your local councillor and tell them what you think. Convince them that the park needs more modern, safer play equipment and a new play area for children. You will have two minutes to prepare your arguments. You may make notes. I will take the place of the councillor.

**Scenario 3:** Your friend wants to paint their bedroom and has asked you to help. Suggest some colours and ideas of decoration. Convince them to have a TV, a computer and DVD player in the room. This would give them private space to relax. Convince your friend to accept your ideas. You will have two minutes to prepare for the conversation. You may make notes. I will take the place of your friend.

**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:**

*Tickets are not cheap, they are quite expensive.  
They will have to bring their own lunch.  
There may not be enough room in the car/taxi.  
Suggest another activity the friend could participate in.*

**Scenario 2:**

*The equipment could be repaired.  
The play area could be repainted.  
You haven't received any other complaints.  
You don't have enough money to build a new play area.  
You will ask the local Council/Government Department for money to help pay for a new play area.*

**Scenario 3:**

*The bedroom needs to be calm and the walls painted with light colours.  
It should not have a TV. It is a place to sleep and relax quietly, not a place to work.*

**Thank the learner.**

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**Instructions to interlocutor**

Tick the learner's name on the attendance register.

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 planning a trip to the UK. Explain why you want to go to the UK and the things or places you would like to see.**



## **Part Two - Situation 2**

**You have won some tickets to visit a zoo. Decide which place is the best place to take your family or friends. Speak formally to accept the tickets and say which place you have chosen to go to and why.**

**Part Two - Situation 3**

**You are talking to a friend about your diet. Talk about food you like and don't like to eat. Say if you think your diet is healthy or unhealthy and if it needs changing.**

## **Part Two - Situation 4**

**You want to know how much it is to rent a flat. Talk about how many bedrooms you need and which area you would like to live in. Speak formally and ask questions about the cost of renting, if the area is quiet or busy and what shops and transport are nearby.**

### **Part Three - Scenario 1**

**You will now take part in a conversation. You would like your best friend to go with you to the safari park because they have never been there before. Your friend has helped you a lot this year, with your studies and you would like to do something kind for your friend, but you don't have a spare ticket. Convince a member of your family to pay for the ticket for your friend.**

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

### **Part Three - Scenario 2**

**You will now take part in a conversation. You believe the play area in the park for young children is in a bad condition; broken swings and dangerous play equipment. You have the opportunity to talk to your local councillor and tell them what you think. Convince them that the park needs more modern, safer play equipment and a new play area for children.**

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

### **Part Three - Scenario 3**

**Your friend wants to paint their bedroom and has asked you to help. Suggest some colours and ideas of decoration. Convince them to have a TV, a computer and DVD player in the room. This would give them private space to relax. Convince your friend to accept your ideas.**

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

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