

**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.**

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***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).**

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**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 is your favourite time of year?
2. Can you tell me three of your favourite films / books and what you enjoyed about them?
3. What will you do at the weekend?
4. Can you tell me three things about your home? What would you like to change?
5. Can you tell me about the sort of food you like 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 3, the interlocutor may prompt the learner by asking what time they will get up and what they will do next or what they will have for breakfast. 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 going to visit a friend. You call them to tell them about the food you like and the kind of places you want to visit.

**Situation 2:** You are at a train station booking office and want a ticket. Tell the advisor what type of ticket you want, where you want to go and other information related to your travel.

**Situation 3:** You are going on an activity holiday with your friend. You meet for a coffee to ask about what items you should take and what activities you are going to do.

**Situation 4:** A man left his laptop on the bus. You pick it up and take it to lost property. Describe what the man looked like and what he was wearing to the attendant.

**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 may be prompted about places of interest that they could visit, different types of foods that are available.*

**Situation 2:** *The learner may be prompted by asking to explain the type of ticket needed, how many, location, platform, duration of travel, train times etc.*

**Situation 3:** *The learner may be prompted about the types of activities they could do, items of clothing they might need and any equipment they require.*

**Situation 4:** *The learner may be asked to give information about his face / hair, type of clothes he was wearing, where he got off the bus or where it was travelling to and what time they found the laptop.*

**Thank the learner.**

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**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 are going to the cinema with a friend. They suggest a film to see, but you do not want to see it. Tell them why and suggest another film. 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 are at the airport with your family. You check the flight time and it has been delayed for four hours. You go to the flight desk to complain and ask what they are going to do to make the delay more comfortable for you. You will have two minutes to prepare your arguments. You may make notes. I will take the place of the flight attendant.

**Scenario 3:** A friend is visiting your town for the first time at the weekend. You ask a local tourist guide where the best places are to visit and the best restaurants to eat in, telling them that your friend is vegetarian. You will have two minutes to prepare for the conversation. You may make notes. I will take the place of the tourist guide.

**Scenario 4:** You are attending an interview for a part-time course at the local college. You need to tell them why you are suitable for the course. Greet the interviewer and respond to their questions. You will have two minutes to prepare for the conversation. You may make notes. I will take the place of the interviewer.

**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:**

The film has been nominated for four Oscars.  
Do you not like the theme of the film?  
It is three hours long, is that a problem?

**Scenario 3:**

What kind of sights does your friend like to visit?  
Does your friend like quiet or busy restaurants?  
Does your friend like galleries, museums etc?

**Scenario 2:**

Explain the reason for the delay.  
Do you have any small children in your group?  
We can offer food and drink vouchers, a comfortable family seating area.

**Scenario 4:**

Why have you applied for the course?  
What experience in this area have you?  
What do you want to do at the end?

**Thank the learner.**

**End of Examination**

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**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.**

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**Part 2 - Situation 1**

**You are going to visit a friend. You call them to tell them about the food you like and the kind of places you want to visit.**



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**Part 2 - Situation 2**

**You are at a train station booking office and want a ticket. Tell the advisor what type of ticket you want, where you want to go and other information related to your travel.**

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**Part 2 - Situation 3**

**You are going on an activity holiday with your friend. You meet for a coffee to ask about what items you should take and what activities you are going to do.**

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**Part 2 - Situation 4**

**A man left his laptop on the bus. You pick it up and take it to lost property. Describe what the man looked like and what he was wearing to the attendant.**

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**Part 3 - Scenario 1**

**You are going to the cinema with a friend. They suggest a film to see, but you do not want to see it. Tell them why and suggest another film.**

**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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**Part 3 - Scenario 2**

**You are at the airport with your family. You check the flight time and it has been delayed for four hours. You go to the flight desk to complain and ask what they are going to do to make the delay more comfortable for you.**

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

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**Part 3 - Scenario 3**

**A friend is visiting your town for the first time at the weekend. You ask a local tourist guide where the best places are to visit and the best restaurants to eat in, telling them that your friend is vegetarian.**

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

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**Part 3 - Scenario 4**

**You are attending an interview for a part-time course at the local college. You need to tell them why you are suitable for the course. Greet the interviewer and respond to their questions.**

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

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