

**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 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 home?
2. Can you tell me three things you would do if you won 10 000 euros?
3. What did you do during the last holiday you had?
4. Can you tell me three things you like to do with your family and why you like doing them?
5. Can you tell me about a hobby you have and why you like doing it?

**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 about things they would like to buy or places they would visit. 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 had agreed to go to the cinema with your friend this evening but you are not feeling well and you don't want to go. You ring your friend to apologise and explain why you will not be able to go. You suggest going to see the film another time. What would you say?

**Situation 2:** A family member has asked you if you would like to have a party for your birthday. Tell them how you feel about the idea, who you would like to invite, where you would like to have the party and what you would like to do. What would you say?

**Situation 3:** You have found a smart phone in the street and you ring the person who owns the phone because you want to give it back to them. Tell them when and where you found the phone and what you will do to get it back to them. What would you say?

**Situation 4:** You recently bought a new coat but when you got home you realised the zip was broken. You take it back to the shop. Tell the assistant when you bought it, what the problem is and what you would like them to do about the problem. 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 about the kind of symptoms they have. When the film is on again at the cinema.*

**Situation 2:** *The learners may be prompted by asking them to give details of a place to have the party and to describe some activities they would like to do.*

**Situation 3:** *The learner may be asked to give information about when and where they found the phone and to suggest how they could return the phone to the owner.*

**Situation 4:** *The learner may be asked to give information about the coat and to suggest what they would like to happen now.*

**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 just witnessed an accident between two cars in your street. You tell a police officer what you saw, giving details about the cars and what happened. You will have two minutes to prepare the conversation. You may make notes. I will take the place of the police officer.

**Scenario 2:** You are discussing plans for a holiday to the seaside with a family member. You would like to go swimming and do other activities but they would prefer to lie on the beach because they want to relax. Try to persuade them that your idea is better. You will have two minutes to prepare the conversation. I will take the place of the family member.

**Scenario 3:** You would like to book a table at a restaurant for a special family event. You phone the restaurant to make the booking and to give details about the time and number of people, and any other details you think are important. You will have two minutes to prepare the conversation. You may make notes. I will take the place of the restaurant receptionist.

**Scenario 4:** You are not happy with your friend because they borrowed a DVD from you and when they returned it you found it was damaged. You tell them what the problem is, how you feel and what you would like them to do. You will have two minutes to prepare 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:**

*What did you see?  
Can you describe the cars?  
What happened to the people in the cars?*

**Scenario 2:**

*I would prefer to sunbathe because I am tired.  
I don't really like swimming.  
What other things could we do?*

**Scenario 3:**

*When would you like the table for?  
How many people will be coming?  
What is the special occasion?*

**Scenario 4:**

*What is the matter?  
I didn't realise I damaged it!  
I will replace it; I am so sorry!*

**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 scenarios not being used.***



**Part Two - Situation 1**

**You had agreed to go to the cinema with your friend this evening but you are not feeling well and you don't want to go. You ring your friend to apologise and explain why you will not be able to go. You suggest going to see the film another time.**

**What would you say?**





**Part Two - Situation 2**

**A family member has asked you if you would like to have a party for your birthday. Tell them how you feel about the idea, who you would like to invite, where you would like to have the party and what you would like to do.**

**What would you say?**



**Part Two - Situation 3**

**You have found a smart phone in the street and you ring the person who owns the phone because you want to give it back to them. Tell them when and where you found the phone and what you will do to get it back to them.**

**What would you say?**



**Part Two - Situation 4**

**You recently bought a new coat but when you got home you realised the zip was broken. You take it back to the shop. Tell the assistant when you bought it, what the problem is and what you would like them to do about the problem.**

**What would you say?**



**Part Three - Scenario 1**

**You have just witnessed an accident between two cars in your street. You tell a police officer what you saw, giving details about the cars and what happened.**

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



**Part Three - Scenario 2**

**You are discussing plans for a holiday to the seaside with a family member. You would like to go swimming and do other activities but they would prefer to lie on the beach because they want to relax. Try to persuade them that your idea is better.**

**You will have two minutes to prepare the conversation. I will take the place of the family member.**



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

**You would like to book a table at a restaurant for a special family event. You phone the restaurant to make the booking and to give details about the time and number of people, and any other details you think are important.**

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



**Part Three - Scenario 4**

**You are not happy with your friend because they borrowed a DVD from you and when they returned it you found it was damaged. You tell them what the problem is, how you feel and what you would like them to do.**

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

**NOCN ESOL International Speaking  
Level B2 Independent User LIVE Summer 2019  
Speaking Booklet – SET 2**



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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)**

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

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

1. What is your favourite season? What do you like about it?
2. Can you tell me three things you would like to buy, and why.
3. Who is your hero / heroine? Can you tell me why?
4. Can you tell me three things that you like about social media? Which one do you like best?
5. Can you tell me what your ideal job would be?

**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 the cost of social media; is it good to keep in touch with friends and family; is it easy to use or is it not easily accessible? 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 go to the pharmacy for some throat pastilles. Tell the pharmacist why you want the throat pastilles and how long you have had the problem. What would you say?

**Situation 2:** You are at the train station ticket office. Tell the ticket officer where you want to travel to and ask; how much will it cost, when are the trains due and which platform the train will be on. What would you say?

**Situation 3:** You would like to go to the cinema with a friend. You call your friend and tell them what different types of films are being shown and which ones you would prefer to see. What would you say?

**Situation 4:** You are organising a birthday cake to be made. You go to the bakers and describe the shape, size and what type of decoration you want on the cake and who it is for. 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 may be prompted about different types throat ailments or types of coughs they could have.*

**Situation 2:** *The learner may be prompted about, how many people will be travelling, what time they would like to travel, what type of ticket they want; family ticket.*

**Situation 3:** *The learner may be prompted about different film genres; comedy, family, suspense.*

**Situation 4:** *The learner may be prompted about names of shapes, measurements, descriptive vocabulary and vocabulary associated with birthday celebrations.*

**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 are buying a new laptop from a shop. Explain to the assistant what features you want the laptop to have and what you are going to use it for. You will have two minutes to prepare for the conversation. You may make notes. I will play the role of the shop assistant.

**Scenario 2:** You want to start a new hobby, so you go to the local community college. Tell them the types of things you would like to do and ask what types of courses they have. You will have two minutes to prepare your conversation. I will play the role of the college receptionist.

**Scenario 3:** A friend is coming to stay. Call them and discuss what activities you would like to do with them and places you would like to take them to see. You will have two minutes to prepare your conversation. I will play the role of your friend.

**Scenario 4:** You want to go on a skiing holiday with friends, but your parents think skiing is too dangerous. Convince them that it is safe and why it would be a good experience. You will have two minutes to prepare the conversation. You may make notes. I will play the role of your parent.

**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:**

*What size screen are you looking for?  
Is it for personal use or for work?  
We have all the latest packages and apps  
installed on the laptops.*

**Scenario 2:**

*Are you looking for an indoor or outdoor hobby?  
We have day time courses, night time and  
weekend courses.  
When are you free to attend a course.*

**Scenario 3:**

*What would you like to do, when I visit?  
Are there any activities you want to do?  
Do you think we should visit the museums?*

**Scenario 4:**

*It is a very dangerous sport, you could break a  
leg!  
Who is going on this holiday?  
I think you might need some skiing lessons.*

**Thank the learner.**

**End of Examination**

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**English Speaking Examination**

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**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 go to the pharmacy for some throat pastilles. Tell the pharmacist why you want the throat pastilles and how long you have had the problem.**

**What would you say?**





**Part Two - Situation 2**

**You are at the train station ticket office. Tell the ticket officer where you want to travel to and ask; how much will it cost, when are the trains due and which platform the train will be on.**

**What would you say?**



**Part Two - Situation 3**

**You would like to go to the cinema with a friend. You call your friend and tell them what different types of films are being shown and which ones you would prefer to see.**

**What would you say?**

**Part Two - Situation 4**

**You are organising a birthday cake to be made. You go to the bakers and describe the shape, size and what type of decoration you want on the cake and who it is for.**

**What would you say?**

**Part Three - Scenario 1**

**You are buying a new laptop from a shop. Explain to the assistant what features you want the laptop to have and what you are going to use it for.**

**You will have two minutes to prepare for the conversation. You may make notes. I will play the role of the shop assistant.**



**Part Three - Scenario 2**

**You want to start a new hobby, so you go to the local community college. Tell them the types of things you would like to do and ask what types of courses they have.**

**You will have two minutes to prepare your conversation. I will play the role of the college receptionist.**

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

**A friend is coming to stay. Call them and discuss what activities you would like to do with them and places you would like to take them to see.**

**You will have two minutes to prepare your conversation. I will play the role of your friend.**



**Part Three - Scenario 4**

**You want to go on a skiing holiday with friends, but your parents think skiing is too dangerous. Convince them that it is safe and why it would be a good experience.**

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

**NOCN ESOL International Speaking  
Level B2 Independent User LIVE Summer 2019  
Speaking Booklet – SET 3**



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