

**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:**

1. Tell me about your school/place of work? Do you like it?
2. Which three items, that you own, could you never give up? Why not?
3. What kind of music do you like to listen to? Why?
4. Can you tell me about three wild animals in your country? What are they?
5. Do you prefer texts or phone calls? 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 to prompt the learner to say which subjects they find useful in every day life. 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 and a friend want to go paddleboarding. You must book a place at the water-sports centre before you go. Phone the water-sports centre to book a place. What would you say?**

**Situation 2: You borrowed a tent from a friend. One of the tent poles broke when it was windy. Speak to your friend. What would you say?**

**Situation 3: You ordered some flowers to send to your cousin. The flowers never arrived. Phone the florist. What would you say?**

**Situation 4: You are trying to log on to the school computer. Your password is not working. Speak to your teacher. 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 to say how many people are going and what time they would like to go.

**Situation 3:** The learner may be prompted to say who the flowers were for and when they ordered them.

**Situation 2:** The learner may be prompted to say what they could do to mend the pole, or buy a new one.

**Situation 4:** The learner may be prompted to say why they want to log on and what they want the teacher to do.

**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 want to try a vegetarian diet for a month. Your parents are not keen. Persuade your parents that it will be a good idea to try a vegetarian diet. You will have two minutes to prepare your arguments. You may make notes. I will play the role of one of your parents.

**Scenario 2:** You are out for a walk with your friend. You see a path you have never gone down before. You wonder where it leads. Convince your friend to explore the path with you. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

**Scenario 3:** Your teacher wants you to stay behind after school for extra lessons. They think that you are not revising in your own time. Convince your teacher that you will revise more at home. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your teacher.

**Scenario 4:** You have moved into a new apartment. The apartment needs decorating. Your friend is on holiday from work and you would like them to help you. Convince your friend to help with the decorating. You will have two minutes to prepare your arguments. 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. 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:**

*I like to vary my diet.  
It will take me too much time to look at new recipes.  
Could you help with planning the menu?*

**Scenario 2:**

*It looks a bit overgrown, I'm not sure that it is a good idea.  
What if we get lost?  
Where do you think it might lead?*

**Scenario 3:**

*I can give you more help if you stay after school.  
You seem to be more distracted at home.  
Why should I believe that you will work more at home?*

**Scenario 4:**

*I wanted to relax while I was off work.  
I'm not very good at decorating and don't enjoy it.  
Is there anyone else that can help?*

**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 situations or scenarios not being used.**



**Part Two - Situation 1**

**You and a friend want to go paddleboarding. You must book a place at the water-sports centre before you go. Phone the water-sports centre to book a place.**

**What would you say?**





**Part Two - Situation 2**

**You borrowed a tent from a friend. One of the tent poles broke when it was windy.  
Speak to your friend.**

**What would you say?**



**Part Two - Situation 3**

**You ordered some flowers to send to your cousin. The flowers never arrived. Phone the florist.**

**What would you say?**



**Part Two - Situation 4**

**You are trying to log on to the school computer. Your password is not working. Speak to your teacher.**

**What would you say?**



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

**You want to try a vegetarian diet for a month. Your parents are not keen. Persuade your parents that it will be a good idea to try a vegetarian diet.**

**You will have two minutes to prepare your arguments. You may make notes. I will play the role of one of your parents.**



**Part Three - Scenario 2**

**You are out for a walk with your friend. You see a path you have never gone down before. You wonder where it leads. Convince your friend to explore the path with you.**

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



**Part Three - Scenario 3**

**Your teacher wants you to stay behind after school for extra lessons. They think that you are not revising in your own time. Convince your teacher that you will revise more at home.**

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



**Part Three - Scenario 4**

**You have moved into a new apartment. The apartment needs decorating. Your friend is on holiday from work and you would like them to help you. Convince your friend to help with the decorating.**

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



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