

**ESOL International
English Speaking Examination
Level B1 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 Intermediate Level B1. 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: Personal information. (Approximately 1.5 minutes)

I am now going to ask you some questions.

I would like you to answer in full sentences and give details where you can.

1. Who is your best friend? How do you know them?
2. Please can you tell me three things that you like to do at the weekend?
3. Do you have a favourite book?
4. Do you have any grandparents?
5. Where did you last go on holiday? Who did you go with, what did you do?

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 (i.e. and why...), 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 5, the interlocutor should expect answers in full sentences. 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 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 feeling unwell and need to leave class early. How do you tell your teacher about your problem?

Situation 2: You are at the cinema with a lot of friends. You need to buy tickets and food. What do you say?

Situation 3: A car has broken down by your house and you want to help the people. What do you say to them to help?

Situation 4: You went to your best friend's birthday party at the weekend and had a great time. You are seeing them again today and they want to know what you liked about the party. What do you say?

Interlocutor may repeat or rephrase if necessary

Additional prompts allowed:

It is expected that the learner gives a minimum of three sentences to respond to each situation, including at least one compound sentence. The interlocutor may have to 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 or rephrase.

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

Situation 1: The learner may be prompted about being formal and ensure an explanation is given clearly.

Situation 2: The learner may be prompted about what film they might be seeing and types of food and drink.

Situation 3: The learner may be prompted about offering them help with the engine, calling someone or offering them a drink.

Situation 4: The learner may be prompted to talk about either food or music or games.

Thank the learner.

This is Part 3 of the Speaking Examination. (Approximately 4.5 minutes)

The interlocutor chooses one of the scenarios per learner, making sure that all of the 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 want to try rock climbing. Your friend is not sure if it is safe. Try and convince your friend to come along. I will play the role of your friend.

You will have two minutes to prepare the conversation. You may make notes.

Ideas for the interlocutor may include:

- *It isn't safe and you could get hurt*
- *Why is it a good sport to do?*

Scenario 2: You want to take your mum out to celebrate her birthday. She wants to stay in and watch a movie. Discuss some good reasons for going out together. I will take the role of your mum.

You will have two minutes to prepare the conversation. You may make notes.

Ideas for the interlocutor may include:

- *You don't want them to spend money*
- *Suggest the cinema instead*
- *Suggest your favourite cuisine if they convince you*

Scenario 3:

Your friend asks you how you keep fit and what sports you play. Get them interested in a sport. I will play the role of your friend.

You will have two minutes to prepare the conversation. You may make notes.

Ideas for the interlocutor may include:

- *You don't like sports which are too rough*
- *You don't mind playing a sport with only a few people – golf etc*
- *Going to the gym is expensive and not an option for you*

Additional information:

*There should be a minimum of **five exchanges** to ensure that the learner has considered a number of options and has put across sufficient arguments. If a learner does not understand a word or phrase the interlocutor may explain the concept.*

Thank the learner.

End of Examination

ESOL International

English Speaking Examination

Level B1 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 situations and scenarios not being used.

Part Two

Situation 1: You are feeling unwell and need to leave class early. How do you tell your teacher about your problem?

Situation 2: You are at the cinema with a lot of friends. You need to buy tickets and food. What do you say?

**Situation 3: A car has broken down by your house and you want to help the people.
What do you say to them to help?**

Situation 4: You went to your best friend’s birthday party at the weekend and had a great time. You are seeing them again today and they want to know what you liked about the party. What do you say?

Part Three

Scenario 1: You will now take part in a conversation. You want to try rock climbing. Your friend is not sure if it is safe. Try and convince your friend to come along. I will play the role of your friend.

You will have two minutes to prepare the conversation. You may make notes.

Scenario 2: You want to take your mum out to celebrate her birthday. She wants to stay in and watch a movie. Discuss some good reasons for going out together. I will take the role of your mum.

You will have two minutes to prepare the conversation. You may make notes.

Scenario 3: Your friend asks you how you keep fit and what sports you play. Get them interested in a sport. I will play the role of your friend.

You will have two minutes to prepare the conversation. You may make notes.

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