

**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).

'This is the NON ESOL International Speaking examination, (level), (date) for (learner's name)'.

This is Part 1 of the Speaking Examination: Personal information. (Approx. 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. Can you tell me how old you are and when your birthday is?**
- 2. Please tell me three things you like about the town or village where you live.**
- 3. What do you usually do at the weekend?**
- 4. Can you tell me about your family?**
- 5. Tell me three subjects you like to do at school 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 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 3, the interlocutor may prompt the learner by asking if they like to do sports or if they have a weekend job and what it is. 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. (Approx. 3 minutes)

The interlocutor chooses two of the scenarios per learner, making sure that a mix of scenarios are used across the learners being examined. For each of the scenarios 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 need to make an appointment to see the doctor. You need to say why you need to see the doctor. What would you say?

(Interlocutor may repeat or rephrase the question, if necessary).

Situation 2: You ring a friend to invite them to go to the cinema with you. What would you say?

(Interlocutor may repeat or rephrase the question, if necessary).

Situation 3: You are going to travel to another town by train. You need to buy the ticket and find out what time the train leaves. What would you say?

(Interlocutor may repeat or rephrase the question, if necessary).

Situation 4: You are ill and are not able to go to school today. You phone the school and explain the situation. What would you say?

(Interlocutor may repeat or rephrase the question, 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, e.g. appointment, invite, ticket, explain 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 learners may be prompted about why they need to have an appointment at the doctor's e.g. stomach-ache, feeling ill, have hurt themselves etc.

Situation 2: The learners may be prompted for example, by asking them what film they want to see and by asking them to arrange a time and place to meet.

Situation 3: If the learner gives a very simple response, such as "Can I have a ticket?", the interlocutor may ask the learner to give details of the ticket such as single or return, and destination. The interlocutor may prompt again to encourage the learner to ask about the departure time of the train, or to ask about the platform.

Situation 4: The learners may be prompted by asking them to say who they are and to explain what the problem is. They could be encouraged to say when they might be back and if they are going to see the doctor.

Thank the learner.

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

The interlocutor chooses one of the scenarios per learner, making sure that 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 go to a concert being performed by a group you really like, at the weekend in the nearby city. Convince your friend that it would be good if he/she came with you. You will have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

Scenario 2: You will now take part in a conversation. You want to go shopping to buy some new clothes for a special occasion and you know that there are sales on in many shops at the moment. Convince your friend that it is a good idea to go with you. You will have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

Scenario 3: You will now take part in a conversation. You want to join a volleyball class after school one day a week because you want to improve your game, but you don't want to go on your own. Convince your friend that it is a good idea to go with you. 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 five 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 such as nearby, special occasion or improve your game, the interlocutor may explain the concept.

Ideas that the interlocutor may use include:

Scenario 1:

You don't like this group

You haven't enough money

You don't want to travel so far

You have another engagement

Scenario 2:

You don't like shopping for clothes

You don't have any money

You find shopping boring

You have something else to do that day

Scenario 3:

You don't have time on the day suggested

You don't like volleyball

You would rather do something else

You already go to a different after school class

Thank the learner.

End of Examination