

ESOL International
English Speaking Examination
Level B1 Intermediate

Instructions to interlocutor

Add the learner's name to the attendance register.

Check the learner has an Entry form.

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

**NOCN ESOL International Speaking
Level B1 Intermediate LIVE Summer 2018
Speaking Booklet**



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's name).**

This is Part 1 of the Speaking Examination. (Approximately 1.5 minutes)

I am now going to ask you some questions. Please reply in full sentences.

1. Do you have any cousins?
2. Can you tell me three of your favourite films?
3. What are you going to do in the summer holidays? Who with?
4. What are two of your favourite types of food? Why do you like them?
5. What country would you like to visit? 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 to 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 what they like to eat for dinner, lunch, snack; do they like sweet things, such as desert; do they prefer savoury food. Why do they like deserts/savoury food; do all of their family have a sweet tooth/savoury tooth; do they make their own cakes/deserts/starters/main meals? 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:

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

Situation 1: You want to invite your friend to go away for the weekend. Explain why you want them to go and where you are going.

Situation 2: You have experienced a new sport/activity recently. Tell your friend about it and how it makes you feel.

Situation 3: You would like to start a vlog. Your family do not think this is a good idea. You tell your family why you want to do it and what you will be talking about.

Situation 4: You have moved to a new town/village and decide to phone a friend to tell them about it. Describe the town/village, where it is, what it looks like and what it has.

Additional prompts allowed:

The learner is expected to respond in a minimum of three sentences to each situation, including at least one compound sentence. The interlocutor may ask supplementary questions to gain a sufficiently detailed response.

Situation 1: *The learner may be asked to explain why he/she wants their friend to go with them and to give information about what he/she will do/see when they are there.*

Situation 3: *If the learner does not understand what a vlog is, the interlocutor may rephrase or explain the concept e.g. a video blog. The learner may be prompted by suggesting that they could talk about the best restaurants in the area.*

Situation 2: *The learner may be asked to name the activity/sport they have experienced and to describe different kinds of feelings they felt.*

Situation 4: *If the learner is struggling to think of vocabulary, they may be prompted e.g. by asking if they can say how big it is, is it in the country, near the sea and also does it have a library, sports centres, shops etc.*

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 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 have booked a table for six at the local restaurant for your birthday tonight, but two more people want to join you. You phone the restaurant to explain you need to book a table for eight. Tell them who you are and the importance of the occasion. You will have two minutes to prepare for the conversation. You may take notes. I will play the part of the receptionist.

Scenario 2: Your friend has arranged a bus trip to the local water park, but you do not like to travel by bus. You have to tell your friend that you want to go, but you cannot travel by bus, because it makes you feel ill. Discuss some other ways to travel to the water park. You will have two minutes to prepare the conversation. You may take notes. I will play the part of your friend.

Scenario 3: You promised to take photographs of your friend's football match on Saturday, but your brother has borrowed your camera, without telling you. Explain to your friend the problem and discuss alternative ways photographs could be taken. You will have two minutes to prepare the conversation. You may make notes. I will play the part of your friend.

Scenario 4: You have been chosen to take part in the school/college talent competition, singing a solo. You do not want to do it. Ask the teacher why they have chosen you and give them reasons why you do not want to do it. You will have two minutes to prepare the conversation. You may take notes. I will play the part of the teacher.

Additional prompts allowed:

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; 'solo', the interlocutor may explain the concept such as 'on your own. Other ideas that the interlocutor may use for each scenario include:

Scenario 1:

*It is very late to change the booking.
I will have to check that we have the extra room.
Are you a regular customer?*

Scenario 3:

*Could you find another person to take photographs?
Can you hire a camera or borrow one?
You are the best at taking photos, could you take them on your phone?*

Scenario 2:

*How does the bus make you feel?
What other transport do you suggest?
The bus stop is nearest to the water park...*

Scenario 4:

*I have heard you sing, you sing really well.
Would you prefer to sing with other people?
Do you have any other talents you would prefer to do?*

Thank the learner.

End of Examination

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English Speaking Examination
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Instructions to interlocutor

Please give the learner the correct sheets for the situations and scenarios being used in the examinations 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 want to invite your friend to go away for the weekend. Explain why you want them to go and where you are going.

Part Two

Situation 2: You have experienced a new sport/activity recently. Tell your friend about it and how it makes you feel.

Part Two

Situation 3: You would like to start a vlog. Your family do not think this is a good idea. You tell your family why you want to do it and what you will be talking about.

Part Two

Situation 4: You have moved to a new town/village and decide to phone a friend to tell them about it. Describe the town/village, where it is, what it looks like and what it has.

Part Three

Scenario 1: You have booked a table for six at the local restaurant for your birthday tonight, but two more people want to join you. You phone the restaurant to explain you need to book a table for eight. Tell them who you are and the importance of the occasion.

You will have two minutes to prepare for the conversation. You may take notes. I will play the part of the receptionist.

Part 3

Scenario 2: Your friend has arranged a bus trip to the local water park, but you do not like to travel by bus. You have to tell your friend that you want to go, but you cannot travel by bus, because it makes you feel ill. Discuss some other ways to travel to the water park.

You will have two minutes to prepare the conversation. You may take notes. I will play the part of your friend.

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Scenario 3: You promised to take photographs of your friend's football match on Saturday, but your brother has borrowed your camera, without telling you. Explain to your friend the problem and discuss alternative ways photographs could be taken.

You will have two minutes to prepare the conversation. You may make notes. I will play the part of your friend.

Part 3

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You will have two minutes to prepare the conversation. You may take notes. I will play the part of the teacher.

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Level B1 Intermediate LIVE Summer 2018
Speaking Booklet**



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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 Intermediate Level B1. 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).

I am now going to ask you some questions. Please reply in full sentences.

1. Describe a member of your family, and tell me how often you see them?
2. Can you tell me who you consider to be your three closest friends and why?
3. When the weather turns cold and wet what do you do and why?
4. What do you like to do most in your free time? Give me three reasons why.
5. What do you do most when it comes to entertainment 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 to parts, the learner responds fully.

The interlocutor may also give an example if the learner is struggling to think of ideas. For example, in question 4, the interlocutor may prompt the learner by asking them if they went to visit a relative, go to the seaside, engage in a favorite sport or shopping expedition or just enjoy leisurely activities with friends. 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:

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

Situation 1: You have had an offer to play for your local football/netball team, but you feel the standard is lower than you believe you can play. You want to turn the offer down. What would you say?

Situation 2: You want to see a band play at your local club with your friend, but the club has a reputation for noisiness. Your friend won't go because of this, how would you encourage her/him to go? What would you say?

Situation 3: You are old enough now to own and ride a motor scooter. You want to buy one, so you can get around easier. Some of your friends and family are against this. How do you try to convince them it is safe and beneficial for you? What would you say?

Situation 4: You witnessed a minor accident outside a shopping mall. You need to speak with the police about the incident and make a statement. What would you say?

Additional prompts allowed:

*The learner is expected to respond in a minimum of **three sentences** to each situation, including at least one compound sentence. The interlocutor may ask supplementary questions to gain a sufficiently detailed response.*

Situation 1: *The learner may be prompted to explain what his aims are and possibly why he believes he is a better player than others.*

Situation 2: *The learner may be prompted to convince his friend that she will be in no danger because he will protect her.*

Situation 3: *The learner may be prompted to focus on the positives surrounding his/her view of using the bike.*

Situation 4: *If the learner is struggling to think of vocabulary, they may be prompted e.g. by asking them what they saw, how they believed the accident happened, who may have been at fault.*

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 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 have decided to take part in a 5k fun run to improve your fitness and strength. You feel that it would benefit your friend if he/she did it as well. You try to persuade your friend to go. Give him/her information about the benefits of the run and persuade him/her to run with you. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of your friend.

Scenario 2: You phone the secretary of a major investment company regarding an interview you have with them, however, you want to rearrange it due to illness in your family. Explain who you are and why you need to change your appointment date. You need to respond to the questions. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of the secretary.

Scenario 3: You have contacted your Physical Education teacher to tell him that you cannot take part in any activities because you have sprained your ankle. Explain your situation, so that it is clearly understood. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of the teacher.

Scenario 4: You have done really well in your exams and you have been nominated by the school to apply for a place at a nearby boarding school. Your family are thrilled. However, you really like the school that you're in and want to stay. Explain to your family why you do not want to move to the other school. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of a family member.

Additional prompts allowed:

*There should be a minimum of **five exchanges** to ensure that the learner has considered several options and put across sufficient arguments. If the learner does not understand a word or phrase such as; 'major investment company', the interlocutor may explain the concept such as 'large business'. Other ideas that the interlocutor may use for each scenario include:*

Scenario 1:

*Do I really need to exercise in this way?
I really can't see how I can benefit from this.
I might benefit more by going swimming, you know I like that.*

Scenario 3:

*How serious is the sprain?
How long will you be out of action?
You will need to stay in touch with me to keep me updated.*

Scenario 2:

*What is your name, address and date of birth?
Why can't you attend the interview?
When do you think you will be available to attend the interview?*

Scenario 4:

*It is a great opportunity for you
You may not get another chance like this.
We would be able to see you regularly*

Thank the learner.

End of Examination

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You will have two minutes to prepare for the conversation. You may make notes. I will play the part of the teacher.

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You will have two minutes to prepare for the conversation. You may make notes. I will play the part of a family member.

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