

**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's 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. How old are you and where do you live?**
- 2. Please tell me three things you did last week.**
- 3. Tell me about the book or film you like best.**
- 4. Tell me about your favourite sport or leisure activity.**
- 5. Tell me three places you have visited.**

*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 4, the interlocutor may prompt the learner by asking if they like to do sports or play on their Xbox and what game they like best. 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 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 and your friends are going out for a meal. You want to eat early as one friend has to catch a train to get home. You need to make a booking at the restaurant. What would you say?**

*(Interlocutor may repeat or rephrase if necessary)*

**Situation 2: You need to speak to the doctor's surgery about registering with them. You need to explain what you want. What would you say?**

*(Interlocutor may repeat or rephrase if necessary)*

**Situation 3: You are looking for someone to repair your computer. It will not switch on. What do you say?**

*(Interlocutor may repeat or rephrase if necessary)*

**Situation 4: You want to order some flowers to be sent to a friend who has passed their exams. 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 (e.g. times, location) 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 the time they want to book for, how many people they are booking for.*

*Situation 2: The learner may be prompted about why they need to register at a doctor's surgery. Have they done this before? Have they the details of the surgery they used to use?*

*Situation 3: The learner may be prompted about the reason why they need their computer repaired. What is wrong with it? What make is it? How old is the computer?*

*Situation 4: The learner may be prompted about the flowers. How much do they want to spend? What colours would they like? Where are they to be sent to?*

**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 and your friend are buying a present together for a friend's birthday. Decide with your friend what you want to buy and where you will get it from.**

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

*Ideas for the interlocutor may include:*

*You only have £20 to spend; you know your friend likes travelling, reading and watching films.*

**Scenario 2: You will now take part in a conversation. You want to join a new exercise class at the gym. Persuade another friend to come with you to the class.**

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

*Ideas for the interlocutor may include:*

*I have never done this type of keep fit before, can I afford it? Will we both like it?*

**Scenario 3: You will now take part in a conversation. Your friend has asked you about the college course you have just completed as they want to do it.**

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

*Ideas for the interlocutor may include:*

*Is the course difficult, will it take lot of time, is there a lot of work to do away from the college, will I learn a lot?*

*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**

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**Instructions to interlocutor**

Please give the learner the correct sheets for the scenarios being used in the examination for Part Two and Part Three.

The learner must complete two scenarios 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 and your friends are going out for a meal. You want to eat early as one friend has to catch a train to get home. You need to make a booking at the restaurant. What would you say?**



**Part Two**

**Situation 2: You need to speak to the doctor's surgery about registering with them. You need to explain what you want. What would you say?**

**Part Two**

**Situation 3: You are looking for someone to repair your computer. It will not switch on. What do you say?**

**Part Two**

**Situation 4: You want to order some flowers to be sent to a friend who has passed their exams. What do you say?**

**Part Three**

**Scenario 1: You will now take part in a conversation. You and your friend are buying a present together for a friend's birthday. Decide with your friend what you want to buy and where you will get it from.**

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

**Part Three**

**Scenario 2: You want to join a new exercise class at the gym. Persuade another friend to come with you to the class.**

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

**Part Three**

**Scenario 3: Your friend has asked you about the college course you have just completed as they want to do it.**

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

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