

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



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.

1. What is your favourite film?
2. Can you tell me three countries you would like to visit?
3. What type of food do you like? Why?
4. What do you like about where you live? Tell me three things that you like about it.
5. What is your favourite sport? 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 4, the interlocutor may prompt the learner by asking what is the area like; is it a big town or city; are there parks or is it by the sea? Are there many restaurants; is there much to do, like sporting activities; is it a friendly place, do you have much family living near? 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 read a good book recently. Tell a friend about the plot and the characters, and give the reasons why you like it. What would you say?

Situation 2: You have seen an amazing place on a television programme. Tell your friend what it is, where it is and why you would like to see it. What would you say?

Situation 3: You would like to start a new sport. Tell a local sports centre about the different sports you would like to do. Explain how you would like to benefit from the sport. What would you say?

Situation 4: You left your coat in the cinema. You go back to the cinema to ask if it has been handed in. Explain when and where you left it and describe what the coat looks like. What would you say?

Additional prompts allowed:

The learner is expected to respond in a minimum of four 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 what type of books they like, what the storyline is and some of the main characters in it. How it made them feel.*

Situation 3: *If the learner is struggling to think of vocabulary they may be prompted e.g. water sports, racket sports, ball sports or track. Benefit prompts could be: healthier, team sports or socialising.*

Situation 2: *The learner may be asked to name a place they like or have seen which country it is in and the reasons why they like it.*

Situation 4: *If the learner is struggling, they may be prompted by asking if they can say what colour, material and style their coat is and which film they watched and when, date and time.*

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 both 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 are arranging a night out with your cousins. You phone your aunty with dates and times you have pre-booked at the restaurant. Discuss with your aunty whether your cousins are free on those dates. You will have two minutes to prepare the conversation. You may make notes. I will play the part of your aunty.

Scenario 2: You go into a bakers to order a birthday cake. Explain who the cake is for and what the celebration is. Tell them what you want the cake to look like and what flavour it is to be. You will have two minutes to prepare the conversation. You may make notes. I will play the part of the baker.

Scenario 3: You have missed the bus to work and arrive thirty minutes late. Explain to your employer why you are late. Suggest ways in which you could make up the time. You will have two minutes to prepare the conversation. You may make notes. I will play the part of your employer.

Scenario 4: Your parents are planning a family walking holiday, but you do not want to go. Explain to your parents the reasons why and that you would rather go on a relaxing holiday or stay at home. You will have two minutes to prepare the conversation. You may make notes. I will play the part of one of your parents.

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; ‘keen’, the interlocutor may explain the concept such as ‘interested’. Other ideas that the interlocutor may use for each scenario include:

Scenario 1:

*Which restaurant have you booked?
Tell me which date you prefer.
I will have to check with them and let you know.
I am sure we will be able to get together on at least one of those dates.*

Scenario 3:

*I was expecting you thirty minutes ago.
You could work over your lunch hour perhaps.
How about staying later today?
Don't worry, you can make the time up in the week.*

Scenario 2:

*What is the celebration?
How big would you like it to be?
What flavour would you like, chocolate, strawberry?*

Scenario 4:

*It will bring the family together.
It won't be trekking up mountains.
We have gone on beach holidays every year.
Staying at home is not an option.*

Thank the learner.

End of Examination



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ESOL International

English Speaking Examination

Level B1 Intermediate

Instructions to interlocutor

Please give the learner the correct sheets for the situations 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 scenarios not being used.



Part Two - Situation 1

You have read a good book recently. Tell a friend about the plot and the characters, and give the reasons why you like it.

What would you say?



Part Two- Situation 2

You have seen an amazing place on a television programme. Tell your friend what it is, where it is and why you would like to see it.

What would you say?



Part Two - Situation 3

You would like to start a new sport. Tell a local sports centre about the different sports you would like to do. Explain how you would like to benefit from the sport.

What would you say?



Part Two - Situation 4

You left your coat in the cinema. You go back to the cinema to ask if it has been handed in. Explain when and where you left it and describe what the coat looks like.

What would you say?

Part Three - Scenario 1

You are arranging a night out with your cousins. You phone your aunty with dates and times you have pre-booked at the restaurant. Discuss with your aunty whether your cousins are free on those dates.

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

Part 3 - Scenario 2

You go into a bakers to order a birthday cake. Explain who the cake is for and what the celebration is. Tell them what you want the cake to look like and what flavour it is to be.

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



Part 3 - Scenario 3

You have missed the bus to work and arrive thirty minutes late. Explain to your employer why you are late. Suggest ways in which you could make up the time.

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

Part 3 - Scenario 4

Your parents are planning a family walking holiday, but you do not want to go. Explain to your parents the reasons why and that you would rather go on a relaxing holiday or stay at home.

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

**NOCN ESOL International Speaking
Level B1 Intermediate LIVE Summer 2019
Speaking Booklet – SET 2**



PART OF **nocn** GROUP

NOCN Group
Acero Building
1 Concourse Way
Sheaf Street
Sheffield
S1 2BJ

E-mail: nocn@nocn.org.uk

Tel: 0300 9991177

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English Speaking Examination

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Instructions to interlocutor

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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.

1. What book have you read recently?
2. Can you tell me three singers or groups that you like?
3. What time of year do you like? Why?
4. If you could live anywhere in the world, where would it be? Tell me three reasons why.
5. What is your favourite animal? 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 4, the interlocutor may prompt the learner by asking what type of place do you prefer, cities or countryside; do you like warm countries or cold climates; is there a country's culture that you would like to experience? Could it be for work; family links; experience culture; lifestyle?
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 been to the cinema recently. Tell a friend about the film and the plot, and give the reasons why you enjoyed it. What would you say?

Situation 2: You would like to go skiing. Tell your friend why, where you would like to go and who you would like to go with. What would you say?

Situation 3: You would like to compete in a running race. Tell the organiser how long you have been training for, what distances you can run and when you are available. What would you say?

Situation 4: You want to book a weekend cookery course. Call the organiser and tell them the type of dishes you want to learn to cook and why, and when you can attend. What would you say?

Additional prompts allowed:

The learner is expected to respond in a minimum of four 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 what films they have seen recently and the storylines. How it made them feel.*

Situation 3: *If the learner is struggling to think of vocabulary, they may be prompted with types of races e.g. marathon, cross-country, half-marathon etc. Distances e.g. 10km, 15km etc.*

Situation 2: *The learner may be asked to name a place or country where skiing takes place, prompt with appropriate vocabulary e.g. snow slopes, ski lifts, chalets etc. and which people they would enjoy skiing with.*

Situation 4: *If the learner is struggling to think of vocabulary, they may be prompted e.g. asking about food they like or types of dishes they have eaten. Ask about reasons for learning – birthday, for friends 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 both 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 are arranging a night playing board games with friends. You phone your best friend with dates and times and what food to bring. Discuss with your friends whether they are free and what food they could bring. You will have two minutes to prepare the conversation. You may make notes. I will play the part of your friend.

Scenario 2: You go into a DVD rental shop to hire a DVD. Tell the assistant what type of films you like, your favourite actors and storylines you like. Ask for suggestions of which films you could hire. You will have two minutes to prepare the conversation. You may make notes. I will play the part of the store assistant.

Scenario 3: You have broken your leg. You meet a family member for coffee and tell him/her how you broke it, where and when you broke it, and how it feels. You will have two minutes to prepare the conversation. You may make notes. I will play the part of your family member.

Scenario 4: A friend has invited you to dinner, but there is someone going that you do not like. Explain to your friend you cannot attend, giving reasons why not and offer an alternative meeting. You will have two minutes to prepare the conversation. You may make notes. I will play the part of your friend.

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; 'keen', the interlocutor may explain the concept such as 'interested'. Other ideas that the interlocutor may use for each scenario include:

Scenario 1:

*Which night is best for you?
I can come any time after 7 o'clock.
I can't do week nights.
Do you want me to bring hot or cold food?*

Scenario 3:

*When did you break your leg?
Can you walk on it ok?
Where did it happen?
Do you need help with anything?*

Scenario 2:

*What type of films do you like to watch?
Do you have a favourite actor?
How many do you want to watch?
Who will you be watching the DVDs with?*

Scenario 4:

*I was hoping you could attend, as it has been a while since we got together.
There is only five of us having dinner.
I can sit you next to you.*

Thank the Learner.

End of Examination

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Part Two - Situation 1

You have been to the cinema recently. Tell a friend about the film and the plot, and give the reasons why you enjoyed it.

What would you say?

Part Two- Situation 2

You would like to go skiing. Tell your friend why, where you would like to go and who you would like to go with.

What would you say?

Part Two - Situation 3

You would like to compete in a running race. Tell the organiser how long you have been training for, what distances you can run and when you are available.

What would you say?

Part Two - Situation 4

You want to book a weekend cookery course. Call the organizer and tell them the type of dishes you want to learn to cook and why, and when you can attend.

What would you say?

Part Three - Scenario 1

You are arranging a night playing board games with friends. You phone your best friend with dates and times and what food to bring. Discuss with your friends whether they are free and what food they could bring.

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

Part 3 - Scenario 2

You go into a DVD rental shop to hire a DVD. Tell the assistant what type of films you like, your favourite actors and storylines you like. Ask for suggestions of which films you could hire.

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

Part 3 - Scenario 3

You have broken your leg. You meet a family member for a coffee and tell him/her how you broke it, where and when you broke it, and how it feels.

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

Part 3 - Scenario 4

A friend has invited you to dinner, but there is someone going that you do not like. Explain to your friend you cannot attend, giving reasons why not and offer an alternative meeting.

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

NOCN Group
Acero Building
1 Concourse Way
Sheaf Street
Sheffield
S1 2BJ

E-mail: nocn@nocn.org.uk

Tel: 0300 9991177