

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. Please reply in full sentences.

1. What is your favourite animal and why?
2. Tell me three things that you like to do when you go out?
3. What could you do to be healthier?
4. Tell me three things you would like to have?
5. Do you think learning a language is hard? 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 2, the interlocutor may prompt the learner by asking about particular places or sports that they like to play if the learner is struggling for ideas. 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 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 recently enjoyed a walk in the countryside with your family. You tell your friend about the walk and why you enjoyed it and why you think they would like to go with you next time. What would you say?

Situation 2: You have lost your house keys; you phone your family to tell them. You tell your family where and when you think you lost the keys. What would you say?

Situation 3: You are visiting the local zoo. You see that one of the animals has got trapped in some plastic. You speak to a zoo assistant. What would you say?

Situation 4: You would like to go to the new shopping centre this weekend. You phone your friend to invite them to go with you as the shopping centre is being opened by a celebrity. 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 could be asked about where they might go for a family outing. What they like about the countryside.

Situation 2:

If the learner is struggling to think of ideas, they may be prompted by asking them simple questions about their keys; were they on a keyring; how many keys there were. Where they might lose their keys.

Situation 3:

The learner may be prompted to say what has happened and to which animal. Where the plastic is and how it is trapping the animal.

Situation 4:

The learner could be prompted to talk about the opening event and who the celebrity might be. The time of the opening and what shops they want to go to.

Thank the learner.

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

*The interlocutor chooses **one scenario** 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.*

Interlocutor: You will now take part in a conversation.

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

Scenario 1: You have agreed to go to a bootcamp with a family member to get fit. You are not really happy about going, persuade your friend to go with you so that you can both have some fun. 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 are interested in going to Europe for a holiday. Your friend would rather stay in your own country to holiday. Persuade your friend that going to Europe would be better. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of your friend.

Scenario 3: You would like to apply for a part time job. Your family think that you have too much work to do with school. Persuade your family that you are able to work part time and that your studies will not suffer. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of a family member.

Scenario 4: You had arranged a study group at your house for your class mates to help you with your language development. Your family have other plans for that night and ask you to re-arrange your study group. Convince your family that your study group should take place as arranged. 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 a number of options and put across sufficient arguments. If the learner does not understand a word or phrase, the interlocutor may explain the concept. Other ideas that the interlocutor may use for each scenario include:*

Scenario 1:

You know that I hate running and physical activities. I am really unfit. What will I get out of it

Scenario 2:

*Why do you want to go to Europe?
There are a lot of sights to see in this country, places that we haven't been to. We could go to the coast or the mountains.*

Scenario 3:

*Why do you need a job?
You are working so hard with your studies, we don't want your marks to drop.
Wont you be too tired to work and study properly?*

Scenario 4:

*I think you should be able to re-arrange your study group easily.
I have had this date set with our friends for months, we can't possibly change it now!*

Thank the learner.

End of Examination



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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 or scenarios not being used.



Part Two - Situation 1

You have recently enjoyed a walk in the countryside with your family. You tell your friend about the walk and why you enjoyed it and why you think they would like to go with you next time.

What would you say?



Part Two- Situation 2

You have lost your house keys; you phone your family to tell them. You tell your family where and when you think you lost the keys.

What would you say?



Part Two - Situation 3

You are visiting the local zoo. You see that one of the animals has got trapped in some plastic. You speak to a zoo assistant.

What would you say?



Part Two - Situation 4

You would like to go to the new shopping centre this weekend. You phone your friend to invite them to go with you as the shopping centre is being opened by a celebrity.

What would you say?

Part Three - Scenario 1

You have agreed to go to a bootcamp with a family member to get fit. You are not really happy about going, persuade your friend to go with you so that you can both have some fun.

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



Part Three - Scenario 2

You are interested in going to Europe for a holiday. Your friend would rather stay in your own country to holiday. Persuade your friend that going to Europe would be better.

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



Part Three - Scenario 3

You would like to apply for a part time job. Your family think that you have too much work to do with school. Persuade your family that you are able to work part time and that your studies will not suffer.

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



Part Three - Scenario 4

You had arranged a study group at your house for your class mates to help you with your language development. Your family have other plans for that night and ask you to re-arrange your study group. Convince your family that your study group should take place as arranged.

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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