

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 speaks name).

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

(Additional questions may be asked to prompt deeper responses)

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

1. How do you like to spend your time in the evening?
2. Tell me three things you like to eat or drink for breakfast.
3. How do you usually travel to school/work?
4. Tell me three things about your home.
5. Tell me about a sport you like.

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 about different rooms in the house 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 is 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 call your friend because you found a coat that you think belongs to them. Describe the coat and say how you will give the coat back to them. What would you say?

Situation 2: A visitor asks you if there is a good place to go swimming. Tell them where they can go and give them some information about it. What would you say?

Situation 3: You arranged to meet your friend for coffee, but you are going to be late. Phone your friend to explain and say when you will arrive. What would you say?

Situation 4: You are staying in a hotel on holiday. You go to the hotel reception and ask for information about places that you are interested in visiting. 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 say where they found the coat and what colour it is.

Situation 2:

If the learner is struggling to think of ideas, they may be prompted by asking them simple questions about where the leisure facilities are and when it is open.

Situation 3:

The learner may be prompted to explain the reason why they are going to be late.

Situation 4:

The learner could be prompted to ask questions about interesting places to visit, such as castles and museums.

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 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.*

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 want to go for a walk because it is a nice day and you would like your friend to go with you. They don't want to go because they would prefer to watch TV instead. Persuade them to go for a walk with you. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

Scenario 2: You are eating a meal in a restaurant, but the food is not very good. You do not want to pay the full price. Explain to the waiter why you are not happy with the meal. Persuade them to give you a discount. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the waiter.

Scenario 3: You want to buy a present for your cousin, but it is quite expensive. You would like a family member to help you to pay for it. Tell them what you want to buy and persuade them to help you to pay for it. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the family member.

Scenario 4: You have a new neighbour who needs help with their garden. You have some free time so you offer to help, but they think it will be too much work for you. Explain what you will do and persuade them to let you help. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the new neighbour.

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:

*I don't really want to go for a walk.
I would rather watch TV.
Where do you want to go for a walk?*

Scenario 2:

*Did you enjoy the meal?
What was the problem with the food?
What would you like me to do?*

Scenario 3:

*I think that present is too expensive.
Why don't you choose something cheaper?
What would you like me to do to help you?*

Scenario 4:

*I don't think you should help me.
There is a lot of work to do in the garden.
Okay, what could you do to help me?*

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 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 call your friend because you found a coat that you think belongs to them. Describe the coat and say how you will give the coat back to them.

What would you say?



Part Two – Situation 2

A visitor asks you if there is a good place to go swimming. Tell them where they can go and give them some information about it.

What would you say?



Part Two – Situation 3

You arranged to meet your friend for coffee, but you are going to be late. Phone your friend to explain and say when you will arrive.

What would you say?



Part Two – Situation 4

You are staying in a hotel on holiday. You go to the hotel reception and ask for information about places that you are interested in visiting.

What would you say?



Part Three – Scenario 1

You want to go for a walk because it is a nice day and you would like your friend to go with you. They don't want to go because they would prefer to watch TV instead. Persuade them to go for a walk with you.

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



Part Three – Scenario 2

You are eating a meal in a restaurant, but the food is not very good. You do not want to pay the full price. Explain to the waiter why you are not happy with the meal. Persuade them to give you a discount.

You will have two minutes to prepare your arguments. You may make notes. I will play the role of the waiter.



Part Three - Scenario 3

You want to buy a present for your cousin, but it is quite expensive. You would like a family member to help you to pay for it. Tell them what you want to buy and persuade them to help you to pay for it.

You will have two minutes to prepare your arguments. You may make notes. I will play the role of the family member.



Part Three - Scenario 4

You have a new neighbour who needs help with their garden. You have some free time so you offer to help, but they think it will be too much work for you. Explain what you will do and persuade them to let you help.

You will have two minutes to prepare your arguments. You may make notes. I will play the role of the new neighbour.



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