

**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 Winter 2017  
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. How many people are in your family? Can you tell me who they are?
2. Can you tell me three things you did yesterday? Why/who with?
3. What are you going to do this weekend? Why/who with?
4. What do you like about school/work and can you give 3 reasons why you like it?
5. What is your favourite hobby? Why do you like it?

**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 subject the learner likes at school; if they are good at this subject; do they find this subject easy or difficult; why do they like it. What aspects of work do they like; is it a good company to work for; are they looking for promotion to other areas in the organisation? 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:** Your friend has invited you to their barbecue on Saturday. You explain that you cannot go and give reasons why not. What would you say?

**Situation 2:** You have been to see an interesting film recently. Tell your friend about this film and give reasons why they would like it. What would you say?

**Situation 3:** You would like to get a part-time job. Your family do not think this is a good idea. You tell your family why you would like a job and what the benefits would be. What would you say?

**Situation 4:** You have lost your bag and you go to the police station to report it. Describe your bag and say what was in it and where and when you lost it. 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. If the vocabulary used is not understood by the learner, the interlocutor may explain the concept. The interlocutor may ask supplementary questions to gain a sufficiently detailed response.*

**Situation 1:** *The learner may be asked to explain why he/she cannot go to the barbecue and to give information about what he/she will be doing instead.*

**Situation 3:** *If the learner does not understand the vocabulary, the interlocutor may rephrase or explain the concept e.g. a part-time job. The learner may be prompted by suggesting that they would like to work in a shop on Saturdays.*

**Situation 2:** *The learner may be asked to name a film they like or have seen and to describe the story.*

**Situation 4:** *If the learner is struggling to think of vocabulary, they may be prompted e.g. by asking if they can say what colour, material and size their bag is and where they were when they lost it, e.g. in town or on the bus.*

**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 and your friend have been invited to a birthday party. You are looking forward to it but your friend is not keen. You try to persuade your friend to go. Tell them the details about the party and why you want them to go. 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 dental surgery to change an appointment. Explain who you are and why you need to change your appointment. You need to respond to the receptionist's questions. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of the receptionist.**

**Scenario 3: You have not been able to complete your English homework and you need to apologise and explain to your teacher why you cannot give them the homework today. Tell them when you will be able to do it. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of your English teacher.**

**Scenario 4: Your family want to move to a new house but you do not want to go. Explain to your family why you like your present home, why you would prefer to stay there and why you do not want to move to a new place. 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 such as; 'keen', the interlocutor may explain the concept such as 'not interested'. Other ideas that the interlocutor may use for each scenario include:*

**Scenario 1:**

*I don't really know the person whose birthday it is.  
It is a long way from my home and it would take too long to get there.  
I have been invited to another party.*

**Scenario 3:**

*When can you complete the work?  
Will you be able to do the rest of the course?  
Shall we arrange a meeting to discuss your progress?*

**Scenario 2:**

*What is your name, date of birth, address.  
When would you like to move your appointment to?  
Your dentist is fully booked, I can book you in with another dentist...*

**Scenario 4:**

*The new house is so much nicer.  
It is modern.  
It is closer to the rest of the family.*

**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 scenarios not being used.*

**Part Two - Situation 1**

**Your friend has invited you to their barbecue on Saturday. You explain that you cannot go and give reasons why not. What would you say?**



**Part Two- Situation 2**

**You have been to see an interesting film recently. Tell your friend about this film and give reasons why they would like it. What would you say?**

**Part Two - Situation 3**

**You would like to get a part-time job. Your family do not think this is a good idea. You tell your family why you would like a job and what the benefits would be. What would you say?**

**Part Two - Situation 4**

**You have lost your bag and you go to the police station to report it. Describe your bag and say what was in it and where and when you lost it. What would you say?**

**Part Three - Scenario 1**

**You and your friend have been invited to a birthday party. You are looking forward to it but your friend is not keen. You try to persuade your friend to go. Tell them the details about the party and why you want them to go. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of your friend.**

**Part 3 - Scenario 2**

**You phone the dental surgery to change an appointment. Explain who you are and why you need to change your appointment. You need to respond to the receptionist's questions. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of the receptionist.**

**Part 3 - Scenario 3**

**You have not been able to complete your English homework and you need to apologise and explain to your teacher why you cannot give them the homework today. Tell them when you will be able to do it. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of your English teacher.**

**Part 3 - Scenario 4**

**Your family want to move to a new house but you do not want to go. Explain to your family why you like your present home, why you would prefer to stay there and why you do not want to move to a new place. 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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