



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. Can you tell me about one of your favourite places to visit?
2. Can you tell me three things you usually do when you come home from school or work?
3. What did you buy the last time you went shopping?
4. Can you tell me three things you would like to do next year?
5. What would you do if you won some money on the lottery?

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 housework, games and other activities that the learner may do after school or work. In question 5, the interlocutor could prompt by suggesting what kinds of things they would buy if the learner is hesitant about the vocabulary. 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 made a new friend when you were on holiday and you would like to meet them again and do something together. You call them and make a suggestion about when and where you could meet. What would you say?

Situation 2: You realise you have left your bag in a café you visited earlier. You telephone the café to ask if they have found it. You tell them some details about your bag, what was in it, when and where you left it. What would you say?

Situation 3: You are hoping to do well in your studies and you have been making some plans for the future. You tell your friend what you think you will do if you get good marks in your exams. What would you say?

Situation 4: You have started a new school which you like very much. You tell your friend about the school, giving details about your new friends, your teachers, and your favourite lesson. 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 encouraged to talk about where and when they could meet together and what they could do there.

Situation 2:

If the learner is struggling to think of ideas, they may be prompted by asking them to give a description of the bag, personal items and time of their visit.

Situation 3:

The learner may be prompted to talk about plans to continue with their studies or a job they would like to do in the future.

Situation 4:

If the learner is struggling to think of ideas, they may be prompted by asking them to describe the school, where it is and what they like about it.

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 the conversation. You may make notes.

Scenario 1: You have passed your driving test and would like to buy a car but you don't have enough money. You decide to ask a family member to lend you some money. Try to convince them that it will be useful for you to have a car and tell them how you will pay the money back. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of the family member.

Scenario 2: You would like to organise a games club on a Friday evening for young people at your local community centre. You phone the centre manager to explain your idea and give them details. Try to convince them that this will be good for the young people in your community. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of the centre manager.

Scenario 3: You would like to eat at a restaurant to celebrate your birthday with some friends. One of your friends is vegetarian. You phone the restaurant to make the booking and to find out if they have any items on the menu suitable for a vegetarian. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of the restaurant receptionist.

Scenario 4: A family member would like to leave school and look for a job. However, they are a very good student. You think they should stay at school to complete their studies and go to university. Try to persuade them that it would be better for them to stay at school. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of the 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:

*Why do you need a car?
How will you pay for a car?
How will you be able to pay the money back to me?*

Scenario 2:

*Hello, how may I help you?
What sort of activities would take place at this club? I think it is a good idea.*

Scenario 3:

*Hello, how may I help you?
How many people is the table for?
We have various dishes that are suitable for vegetarians.*

Scenario 4:

*I want to leave school when I have finished my exams. Why should I go to university?
I would like to find a job and earn some money.*

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 made a new friend when you were on holiday and you would like to meet them again and do something together. You call them and make a suggestion about when and where you could meet.

What would you say?



Part Two- Situation 2

You realise you have left your bag in a café you visited earlier. You telephone the café to ask if they have found it. You tell them some details about your bag, what was in it, when and where you left it.

What would you say?



Part Two - Situation 3

You are hoping to do well in your studies and you have been making some plans for the future. You tell your friend what you think you will do if you get good marks in your exams.

What would you say?



Part Two - Situation 4

You have started a new school which you like very much. You tell your friend about the school, giving details about your new friends, your teachers and your favourite lesson.

What would you say?



Part Three - Scenario 1

You have passed your driving test and would like to buy a car but you don't have enough money. You decide to ask a family member to lend you some money. Try to convince them that it will be useful for you to have a car and tell them how you will pay the money back.

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



Part 3 - Scenario 2

You would like to organise a games club on a Friday evening for young people at your local community centre. You phone the centre manager to explain your idea and give them details. Try to convince them that this will be good for the young people in your community.

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



Part 3 - Scenario 3

You would like to eat at a restaurant to celebrate your birthday with some friends. One of your friends is vegetarian. You phone the restaurant to make the booking and to find out if they have any items on the menu suitable for a vegetarian.

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



Part 3 - Scenario 4

A family member would like to leave school and look for a job. However, they are a very good student. You think they should stay at school to complete their studies and go to university. Try to persuade them that it would be better for them to stay at school.

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



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