

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. Tell me about what kinds of clothes you like wearing. Why?
2. Tell me about three things you like to do with your friends. Why?
3. Describe your favourite room in your house.
4. Tell me three things you like about your friends. Why?
5. What is your favourite smell? 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 5, the interlocutor could prompt by asking what smell makes them feel happy 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: A visitor has asked you how to get to the train station. Tell the visitor how to get to the train station. What would you say?

Situation 2: You need help with your homework. You decide to ask your friend for help. Phone your friend. What would you say?

Situation 3: You want to go to the cinema to see the latest film. You would like your cousin to go with you. Speak to your cousin. What would you say?

Situation 4: You bought a new pair of jeans. When you got home, you realised you picked up the wrong size. Phone the shop. 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 give directions or to tell the visitor about bus routes that go to the train station.

Situation 2:

If the learner is struggling to think of ideas, they may be prompted by asking them to say what help they need and why they want their friend to help.

Situation 3:

The learner may be prompted to say what the film is called and when they would like to go to the cinema.

Situation 4:

If the learner is struggling for ideas, they may be prompted to ask whether they can exchange the jeans.

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: Your friends want to go camping this weekend. It will be your first camping trip without adults. Convince your parents to let you go. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of one of your parents.

Scenario 2: You are out with a friend. You are ready to go home, but your friend doesn't want to go home yet. Convince your friend that it is time to go home. 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 and your friend have to give a talk to your school. You are worried about giving the talk. You want your friend to do it. Convince your friend to give the talk. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of your friend.

Scenario 4: You think the food choices in the canteen are unhealthy. Convince the canteen manager to offer healthier choices. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of the canteen manager.

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 think there should be an adult there.
Where are you thinking of going?
Can you keep in regular contact with me?*

Scenario 2:

*I'm really enjoying myself.
Don't be boring. We are having fun.
Can we stay out for another hour?*

Scenario 3:

*I feel nervous too.
We have both worked hard preparing this talk.
Could we give the talk together?*

Scenario 4:

*I think the food choices are OK.
It will be too expensive to change the menu.
What foods are you thinking about?*

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

A visitor has asked you how to get to the train station. Tell the visitor how to get to the train station.

What would you say?

Part Two - Situation 2

You need help with your homework. You decide to ask your friend for help. Phone your friend.

What would you say?

Part Two - Situation 3

You want to go to the cinema to see the latest film. You would like your cousin to go with you. Speak to your cousin.

What would you say?



Part Two - Situation 4

You bought a new pair of jeans. When you got home, you realised you picked up the wrong size. Phone the shop.

What would you say?



Part Three - Scenario 1

Your friends want to go camping this weekend. It will be your first camping trip without adults. Convince your parents to let you go.

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

Part Three - Scenario 2

You are out with a friend. You are ready to go home, but your friend doesn't want to go home yet. Convince your friend that it is time to go home.

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 and your friend have to give a talk to your school. You are worried about giving the talk. You want your friend to do it. Convince your friend to give the talk.

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 4

You think the food choices in the canteen are unhealthy. Convince the canteen manager to offer healthier choices.

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



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