

**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)

'This is the NOCN ESOL International Speaking examination, (level), (date) for (learner's name)'.

This is Part 1 of the Speaking Examination: Personal information. (Approx 1.5 minutes)

I am now going to ask you some questions.

I would like you to answer in full sentences and give details where you can.

- 1. Can you tell me your name and address?**
- 2. Please tell me three things you like about the school or college where you learn English.**
- 3. What do you like to do in your free time?**
- 4. Tell me what you like to do in winter and why.**
- 5. Tell me three programmes you like to watch on television.**

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 (i.e. and how...), 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 whether they like winter sports, if they like to stay indoors and why. 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. (Approx 3 minutes)

The interlocutor chooses two of the scenarios per learner, making sure that a mix of scenarios are used across the learners being examined. For each of the scenarios 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.

Situation 1: You need to make an appointment at the dentist. You must say why you need to see the dentist. What would you say?

(Interlocutor may repeat or rephrase the question, if necessary).

Situation 2: You are making a phone call to ask when an item that you have ordered will be delivered. You need to find out the time it will be delivered. What would you say?

(Interlocutor may repeat or rephrase the question, if necessary).

Situation 3: You want to book a ticket for a sports event. You need to find out the cost of the ticket and time of the event. What would you say?

(Interlocutor may repeat or rephrase the question, if necessary).

Situation 4: You are out shopping and you see a friend who you have not seen for a while. You ask the friend to go to the café with you. What would you say?

(Interlocutor may repeat or rephrase the question, if necessary).

Additional prompts allowed:

It is expected that the learner gives a minimum of three sentences to respond to each situation, including at least one compound sentence. The interlocutor may have to ask supplementary questions to gain a sufficiently detailed response. If the vocabulary used, e.g. appointment, ticket, café, delivered is not understood by the learner, the interlocutor may explain the concept or rephrase.

In Part 2 the interlocutor may ask additional questions to probe the learner's answers.

Situation 1: The learners may be prompted about why they may need to have an appointment at the dentist's e.g. a check-up, toothache, need a filling etc.

Situation 2: The learners may be prompted for example, by asking them what they may have bought. You may want to find out why they wanted it and that they may want to ask for a specific delivery time because they may not be at home in the morning, for example.

Situation 3: If the learner gives a very simple response, such as "Can I have a ticket", the interlocutor may ask the learner to say what event they need a ticket for. The interlocutor may prompt again for the learner to ask about the time of the event and ask how they would get to the event, for example.

Situation 4: The learners may be prompted by asking how they may feel if they met someone that they had not seen for a while. They could be asked why they would go to a café, e.g. to have a coffee, a snack, a chat. They could even be prompted as to what sort of café they would go to.

Thank the learner.

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

The interlocutor chooses one of the scenarios per learner, making sure that the 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 will now take part in a conversation. You want to go to the cinema next week as there is a new film that you want to see. Convince your friend it is a good idea to go with you. You will have two minutes to prepare for the conversation. You may make notes. I will take the place of your friend.

Scenario 2: You will now take part in a conversation. You want to join a gym but you are nervous about joining on your own. There is a special offer next month of free membership. Convince your friend it is a good idea for them to join the gym with you. You will have two minutes to prepare for the conversation. You may make notes. I will take the place of your friend.

Scenario 3: You will now take part in a conversation. You want to go swimming at a new swimming pool that has opened in your local town. Convince your friend it is a good idea to go with you. You will have two minutes to prepare for the conversation. You may make notes. I will take the place of your friend.

Additional information:

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 abroad or theatre, the interlocutor may explain the concept.

Ideas that the interlocutor may use include:

Scenario 1:

You haven't time to go.

You haven't enough money.

You don't like that sort of film.

You don't like the main actor in the film.

Scenario 2:

You don't want to get fit.

You are too busy.

*You have been to a gym before and you don't like them.
You would prefer to do something else.*

Scenario 3:

You need a new swimming costume.

You cannot swim.

You are already doing something else.

You prefer the old swimming pool.

Thank the learner.

End of Examination