

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. What do you do in your free time?
2. Can you tell me three things you did this morning?
3. Do you have any pets?
4. Tell me three interesting things about your town or village.
5. What is/was your favourite subject at school? 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 to 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 could prompt by asking about the learner's morning routine, such as having a wash, having breakfast, getting dressed etc. In question 4, the interlocutor may prompt the learner by asking where they live, if they like this place or not, what there is to do there. 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: It is your birthday soon and you are going to have a party. You invite your friend to the party. Tell them when and where it is, what activities you will do, who will be there and what the music will be like. You really want your friend to come!

Situation 2: You have been on holiday recently. Tell your friend about your holiday: where you went, who you went with, what you did, what the weather was like.

Situation 3: You would like to learn to drive. Your family do not think this is a good idea. Tell your family why you would like to be able to drive and what the benefits would be.

Situation 4: You have decided to go to university. Tell your friend why you want to do this, what you would like to study and where, and what you think the benefits would be.

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 asked to give more details. They could be asked about the date and time of the party and to say what games or other activities there will be.*

Situation 2: *The learner may be asked to name a place or location they have been to on holiday and say what they did there. Elicit details about the weather, food, people and activities.*

Situation 3: *If the learner does not understand the vocabulary, the interlocutor may rephrase or explain the concept e.g. the benefits: the good things that would result from this. The learner may be prompted by suggesting that they could get a better job, help their family etc.*

Situation 4: *If the learner is struggling to think of vocabulary, they may be prompted by asking them what they would study at university and why they think this would be interesting or useful in the future.*

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 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.*

Scenario 1: You and your friend have been invited to a wedding. 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 wedding and why you should both 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 doctor's surgery to make an appointment. Explain who you are and why you need to see a doctor. 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 arrived late for work this morning and your boss is not pleased with you. You must apologise to your boss and explain to them what happened and why you are late. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of your boss.

Scenario 4: You would like to have a family pet. Explain to your family why you would like a pet, what kind of pet you would like and how you would look after it. Your family thinks it would be too expensive. 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 people who are getting married.

It would not be interesting for me.

I have an invitation to a different event on the same day.

Scenario 3:

Why are you late? Did you have a problem?

What happened this morning?

Will you stay later to make up the time?

Scenario 2:

What is your name, date of birth, address?

What is the problem/matter with you?

Which doctor would you like to see?

Can you come on?

Scenario 4:

It would cost too much.

It would be too difficult for you.

You don't have the time/experience.

Thank the learner.

End of Examination

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Instructions to interlocutor

Please give the learner the correct sheets for the situations 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 2 - Situation 1

It is your birthday soon and you are going to have a party. You invite your friend to the party. Tell them when and where it is, what activities you will do, who will be there and what the music will be like. You really want your friend to come!

Part 2 - Situation 2

You have been on holiday recently. Tell your friend about your holiday: where you went, who you went with, what you did, what the weather was like.

Part 2 - Situation 3

You would like to learn to drive. Your family do not think this is a good idea. Tell your family why you would like to be able to drive and what the benefits would be.

Part 2 - Situation 4

You have decided to go to university. Tell your friend why you want to do this, what you would like to study and where, and what you think the benefits would be.

Part 3 - Scenario 1

You and your friend have been invited to a wedding. 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 wedding and why you should both go.

You will have two minutes to prepare for the conversation. You may make notes. Your teacher will play the part of your friend.

Part 3 - Scenario 2

You phone the doctor's surgery to make an appointment. Explain who you are and why you need to see a doctor. You need to respond to the receptionist's questions.

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

Part 3 - Scenario 3

You have arrived late for work this morning and your boss is not pleased with you. You must apologise to your boss and explain to them what happened and why you are late.

You will have two minutes to prepare for the conversation. You may make notes. Your teacher will play the part of your boss.

Part 3 - Scenario 4

You would like to have a family pet. Explain to your family why you would like a pet, what kind of pet you would like and how you would look after it. Your family thinks it would be too expensive.

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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