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 speaks 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 something you have watched on TV recently.
2. Tell me about three things you do every day.
3. What is a job that you would like to do in the future?
4. Tell me about three things you have learned in the last few years.
5. How often do you go to another city?

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 things they do every day, e.g. logging in to a computer, opening up the shop, etc. 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 would like to help a friend to prepare for a job interview. Give them some advice about how to be successful. What would you say?

Situation 2: You left your ID badge at work. Phone the receptionist and tell them where you left your ID badge. Ask them to get it for you and you will collect it from reception the next day. What would you say?

Situation 3: You arranged to meet your colleague for lunch. You can't go because you have too much work to do. You phone your colleague to apologise and explain the situation. What would you say?

Situation 4: A customer asks you where they can buy a nice cup of tea or coffee. Tell them about different cafés in the area. 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 asked about how they would prepare for an interview (clothing, behaviour, what to say)*

***Situation 2:** If the learner is struggling to think of ideas, they may be prompted by asking them simple questions about where they left the badge.*

***Situation 3:** The learner may be prompted to explain the reason why they cannot meet their colleague, an upcoming deadline.*

***Situation 4:** The learner could be prompted to talk about one or two good cafés in the area and what they can buy there, the cost, etc.*

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 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.*

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 are planning a team lunch with your colleagues. You would prefer to eat at a Chinese restaurant, but they suggest trying a new restaurant serving Thai food. Persuade them to eat at the Chinese restaurant, explaining why you prefer it. You will have two minutes to prepare your arguments. You may make notes. I will play the role of one of your colleagues.

Scenario 2: You want to attend a training event. You want to ask your manager to pay for this as part of your professional development. Persuade your manager to pay for the training. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your manager.

Scenario 3: You are working in the staff canteen. You have a new idea for some healthier food choices to add to the menu. You talk to your manager. Persuade your manager to add these food choices to the menu. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your manager.

Scenario 4: You are volunteering to take part at a beach cleanup at the weekend. You would like your friend to join you. Persuade your friend to come and volunteer with you. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

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 prefer Thai food.
Why should we go to the Chinese restaurant?
Is it expensive there?

Scenario 2:
How will the training benefit you and the company?
I think it is too expensive.
If you attend, you could share your experience with the rest of the team.

Scenario 3:
I think our menu offers healthy choices.
How expensive are the ingredients?
Let's try it for 6 months.

Scenario 4:
I've worked hard all week and want to rest at the weekend.
How much time will it take?
OK, I can come and help for a while.

Thank the learner

End of Examination.

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