

ESB Entry Level Award in ESOL Skills for Life

**(Speaking and Listening)
(Entry 2)
Assessor Booklet: Set C**



Task 1 – Exchange of Personal Information

Guide time: 5 minutes in total

- Assessor greets candidates and introduces him or herself
- Assessor invites candidates to ask each other personal information questions
- Candidate **A** asks Candidate **B** personal information questions
- Candidate **B** asks Candidate **A** personal information questions
- Assessor asks Candidates **A** and **B** personal information questions
- Candidates and Assessor have short discussion

Assessor's questions (to be used after candidates' exchange of personal information)

Countries / Area

- Where do you come from?
- When did you come to the UK?
- Where do you live now?
- What do you like or not like about the area you live in?
- What do you like or not like about your home?

Work / Study

- What do you think about the education in your country?
- What courses do you want to do in the future?
- What job would you like in the future?
- What job wouldn't you like to do?
- How do you travel from your home to your classes?

Plans and Events

- What did you do last week? Tell me about one day.
- When did you come to the UK?
- What are your plans for next year?
- What are you planning to do next week?
- What did you eat yesterday?

Task 2 – Unprepared Talk

Guide time: 6 minutes in total

- Assessor gives Candidate **A** a topic to talk about for 2 minutes
- Assessor asks Candidate **B** to listen and ask Candidate **A** two questions after his or her talk
- Candidate **A** gives a 2 minute talk to assessor and Candidate **B**
- Candidate **B** asks **A** two questions related to the talk (Assessor may prompt Candidate **B**)
- Assessor may ask Candidate **A** further questions related to talk
- Assessor gives Candidate **B** a topic to talk about for 2 minutes
- Assessor asks Candidate **A** to listen and ask Candidate **B** two questions after his or her talk
- Candidate **B** gives 2 minute talk to assessor and Candidate **A**
- Candidate **A** asks **B** two questions related to the talk (Assessor may prompt Candidate **A**)
- Assessor may ask Candidate **B** further questions related to talk.

Topics for task 2

Daily account

- Tell me what you did yesterday
- Tell me what you did last weekend / week
- Tell me about a day in college
- Tell me about a day out you enjoyed.

Country / Town of Origin

- Tell me about a day out at a place you liked to visit in your country
- Why did you like it?
- Tell me about a special day in your life. How did it start and finish?

Your area

- Tell me about the day you moved to this area? How did it start and how did it finish?

Food in (*candidate's country*)

- Tell me about something you liked to eat when you lived in your country. Tell me what I should buy and how to make it
- Do you have a favourite English meal? Can you tell me how you make it?

SAMPLE

Task 3 – Describing People, Places or Objects

Guide time: 4 minutes in total

Assessor script:

Assessor shows Candidate A the pictures.

Please look at these pictures. I'd like you to tell me and Candidate B what you can see in the pictures. Compare the two pictures and give your opinion.

I want you to speak for about 2 minutes.

Thank you, Candidate A. I'd like to ask you some questions....

(Assessor asks questions to elicit candidate's likes, dislikes and feelings about the pictures).

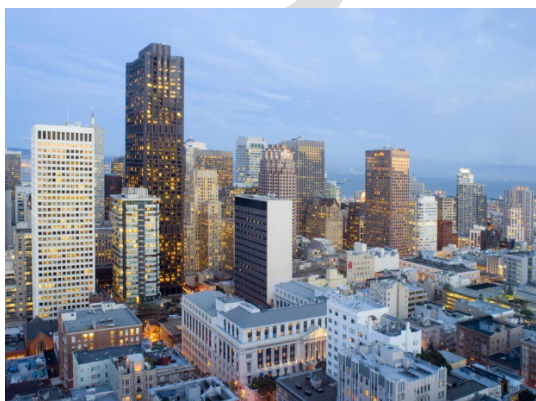
Thank you.

Repeat the process for Candidate B, using different pictures.

1 Describe what you can see in the pictures. Talk about the different kinds of food.



2 Describe what you can see in the pictures. Where would you like to live? Why?



3 Describe what you see in the pictures. Which do you prefer? Why?



4 Describe what you see in the pictures. Which do you prefer? Why?



Task 4 – Listening & Discussion

Guide time: 10 minutes in total

4a Listening

Assessor script:

This is the listening task. You are going to hear two texts. I will play the first text and you will answer questions, then I will play the second text and you will answer questions.

Now I will play the first text. (Assessor plays CD)

Good morning Ladies and Gentlemen. Welcome back to your bread making class. Today we are making bread from around the world. Last week we made typical English style bread but today we are making some bread from Italy, India and Poland.

We are making bread for baking Pizzas, using rye flour for our Polish bread and we are making chapattis and naan breads.

As there are ten of you I would like you to work in 5 groups of 2 students because we only have 5 ovens working. We are starting with the rye bread as this takes longer to make and then we can make the pizza base so we can have pizza for lunch. After lunch we are making the Indian breads.

Candidate A, please answer yes or no. (Assessor asks gist question 1)

1	This is about a cake making lesson.	No
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Candidate B, please answer yes or no. (Assessor asks gist question 2)

2	The speaker is a teacher.	Yes
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Thank you. You will now listen to the text again. This time I'm going to give you some questions before you listen.

To Candidate A (Assessor asks detail question 1)

1	What bread did they make last week?
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To Candidate B (Assessor asks detail question 2)

2	Tell me one thing they are making today.
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Please listen again. (Assessor plays CD)

To Candidate A (Assessor asks detail question 1. Candidate answers)

1	What bread did they make last week?	(typical) English (style) bread
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To Candidate B (Assessor asks detail question 2. Candidate answers)

2	Tell me one thing they are making today.	One of: Around the world/ Italy / India / Poland/ pizza, chapatti, naan
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Thank you.

I will now play the second text. Please listen and then answer the questions. (Assessor plays CD)

Good evening parents and children. We invited you here to tell you about a new activity we want to offer our children. We are worried about the amount of traffic around our school gates both in the morning and in the afternoon. There are so many cars parked on the road and the pavements that parents and children can't see to cross the road safely.

To help this problem with the traffic we are offering road safety classes for cycling. We want more children to come to school on bikes because now we have safe bike paths near the school. This is good for the children and can help the traffic problem in area at the same time.

Candidate A, please answer yes or no. (Assessor asks gist question 1)

1	Does the school want more car parking spaces?	No
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Candidate B, please answer yes or no. (Assessor asks gist question 2)

2	Is the meeting about coming to school on bikes?	Yes
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Thank you. You will now listen to the text again. This time I'm going to give you some questions before you listen.

To Candidate A (Assessor asks detail question 1)

1	Who can't see to cross the road?
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To Candidate B (Assessor asks detail question 2)

2	Where are the bike paths?
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Please listen again. (Assessor plays CD)

To Candidate A (Assessor asks detail question 1. Candidate answers)

1	Who can't see to cross the road?	Parents and children
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To Candidate B (Assessor asks detail question 2. Candidate answers)

2	Where are the bike paths?	Near the school
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Thank you.

4b Discussion

Now I'd like to finish the assessment with a discussion about.....

(Assessor leads a short 2 minute discussion with Candidate **A** and Candidate **B** around a topic from the texts.

Why is it good to cycle to school, work or the shops? What are the problems and safety worries of cycling?

Or

Is it better to cook your own bread and food? What are the problems when you buy takeaways, ready-made food or go to restaurants?

This is the end of your assessment. Thank you.

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