



ESOL Skills  
for Life

# ESB Level 2 Award in ESOL Skills for Life

(Speaking and Listening)  
Assessor Booklet: Set C



## Task 1 – Exchange of Personal Information

**Guide time: 6 minutes in total**

- Assessor greets candidates and introduces him / herself
- Assessor invites candidates to ask each other personal information questions about specific areas
- Candidate **A** asks Candidate **B** personal information questions
- Candidate **A** reports information back to Assessor
- Candidate **B** asks Candidate **A** personal information questions
- Candidate **B** reports information back to Assessor
- Assessor asks Candidates **A** and **B** further personal information questions

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

### **Home and Family**

- Who has been the greatest inspiration in your life so far?
- What do you like most about the place where you live?
- Where would you like to live in the future?
- What is there to do in your neighbourhood?
- What recent activity have you done with your friends or family?

### **Hobbies, Interests and Travel**

- What would be your ideal weekend?
- What sort of music do you like to listen to?
- Tell me about an interesting place you have visited?
- Who would be your ideal travel companion?
- What is your favourite free time activity?

### **Work or Studies**

- What do you think is an interesting job?
- Is it better to learn a job as an apprentice or on a course at college? If you could change one thing about your workplace or college, what would it be?
- What ambitions do you have for the future?
- How important is it to speak another language?

SAMPLE

## Task 2 – Presentation and Discussion

**Guide time: 12 minutes in total**

- Assessor asks Candidate A to give a presentation for 3 minutes
- Assessor asks Candidate B to listen and to ask candidate A three questions after the presentation
- Candidate A gives a 3 minute presentation to assessor and Candidate B
- Candidate B asks Candidate A three questions related to the presentation
- Assessor may ask Candidate A further questions related to the presentation
- Both Candidates A and B discuss the topic of the presentation for 2 minutes
- Assessor asks Candidate B to give a presentation for 3 minutes
- Assessor asks Candidate A to listen and to ask Candidate B three questions after the presentation
- Candidate B gives 3 minute presentation to assessor and Candidate A
- Candidate A asks Candidate B three questions related to the presentation
- Assessor may ask Candidate B further questions related to the presentation
- Both Candidates A and B discuss the topic of the presentation for 2 minutes

### Examples of topics

Candidates have a choice of topics which may include narratives, factual accounts, explanations and instructions, or descriptions of a process, person or place.

## Task 3 – Role Play

Guide time: 6 minutes in total

The assessor sets up the role-play. The candidates ask questions and respond in either a formal or informal context.

### 1 Complaining about poor working conditions

**Candidate A** and **B** you work in a .... (Assessor: choose an appropriate workplace e.g. care home).

**Candidate B**, you are the Manager.

**Candidate A**, you are a member of staff and are concerned as there is no separate room for staff to eat. You tell the manager that the staff members aren't happy with this. Make a suggestion about a store room and persuade him /her that staff need better facilities. Invite him/her to have a look and talk about how staff feel.

**Candidate B**, you are aware of the problem, but think the workplace (e.g. care home) can't spare the store room. Apologise but at first respond negatively to the suggestion with reasons.

Reluctantly agree to look at using the store room and work out the costs.

### 2 Phoning about a Vocational Course e.g. Childcare / Electrical/ Plumbing (Assessor: choose an appropriate course with candidates)

**Candidate A**, you want to get information about a course. Your tutor has told you that you need to have achieved a Level 1 English Certificate. You think you have the level of English needed for the course and try to persuade the receptionist that you should have an interview.

**Candidate B**, you are a college receptionist and need to find **out Candidate A's** contact details, experience and reasons for interest in the course. You answer questions about the course. Then you ask **Candidate A** about the level of English that s/ he has. You insist that s/ he must have the agreement of his/her tutor to have an interview for the course.

### 3 Explaining Fire Safety Information

**Candidate A**, you are a new worker. You have been told by the manager to get fire safety information from the supervisor. You ask for information about fire procedures and assembly points. You express confidence in using different types of fire extinguishers because you had training at your old workplace. You offer to handle any small fire that happens.

**Candidate B**, you are a supervisor. Explain the fire procedures and where the fire assembly point is but strongly warn **Candidate A** not to try to put out fires him/her self until s/he has had the company training. Insist that each company is different.

## Task 4 – Listening and Discussion

Guide time: 10 minutes

### 4a Listening

Assessor script:

**This is the listening task. You are going to hear a listening text. I will play one text and you will answer questions.**

I'm now going to play the text. Please listen and answer the questions. (Assessor plays CD)

Finally on our news programme today we want to report on an interesting find in London. When builders were clearing an area around the railway, they found some very old leather shoes with holes in them. Next, they found some bone ice skates and then some old dolls and other toys. The Museum of London sent some archaeologists along to have a look.

One of them, Bob Tring, told us that he thought the leather shoes were probably second hand and worn by poor Londoners. They had been repaired and patched, often more than once. He said that in medieval days there was a successful trade in patched and mended clothes and footwear. In the 12 and 13 hundreds an average pair of shoes cost about five or six pence, approximately the same amount as a skilled labourer earned in a day.

Bob Tring explained children only went to school if their parents were rich enough. So children, if they were poor, went to work as soon as they were able to and were sometimes as young as seven. He said that many of them went into service, working as maids or page boys or in other jobs in wealthier households. However, he said that there seemed to be some time for playing and the toys that were found were probably from the 1100s. There is a description of play in the late 1100s which describes boys playing ball and in the winter going sledging and skating using animal bone skates. He was very pleased with the discovery and hoped that the Museum of London would be able to display the items.

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

1	This is a news item about the Museum of London.	Yes
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Candidate B, please answer yes or no. (Assessor asks gist question 2)

2	This is about a discovery.	Yes
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Thank you.

You will now listen again to the text. I'm going to give you some questions before you listen.

To Candidate A (Assessor asks detail questions 1, 2 and 3)

1	What did the builders find first?
2	Who did the Museum of London send to have a look?
3	Where did children used to work?

To Candidate B (Assessor asks detail questions 4, 5 and 6)

<b>4</b>	<b>How much did an experienced labourer used to earn a day?</b>
<b>5</b>	<b>Did children go to school in those days?</b>
<b>6</b>	<b>How did boys play in the 1100s?</b>

**Please listen again.** (Assessor plays CD)

To Candidate A (Assessor asks detail questions 1, 2 and 3)

<b>1</b>	<b>What did builders find first?</b>	<b>Old leather shoes</b>
<b>2</b>	<b>Who did the Museum of London send to have a look?</b>	<b>Archaeologists/ people who examine old things</b>
<b>3</b>	<b>Where did children used to work?</b>	<b>Wealthier households</b>

To Candidate B (Assessor asks detail questions 4, 5 and 6)

<b>4</b>	<b>How much did an experienced labourer used to earn a day?</b>	<b>Five or six pence</b>
<b>5</b>	<b>Did children go to school in those days?</b>	<b>Only if their parents were rich enough</b>
<b>6</b>	<b>How did boys play in the 1100s?</b>	<b>They played ball/ in the winter did sledging and skating (any one of the three accepted)</b>

**Thank you.**

#### **4b Discussion**

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

(Assessor leads a 4 minute discussion with Candidate A and Candidate B around a topic from the text)

(At Level 2, the candidates are expected to arrive at a conclusion.)

Talk about what you think is the best museum in the world. Are there any museums near to you? Talk about what is good about museums and why you think some people don't like to visit them.

**This is the end of your assessment. Thank you.**



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