



ESOL Skills
for Life

ESB Level 2 Award in ESOL Skills for Life

(Speaking and Listening)
Assessor Booklet: Set E



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)

- Who has been the greatest inspiration in your life so far?
- What is your neighbourhood and local community like?
- What recent activity have you done in your neighbourhood?
- What is your priority for the future: your work or the place where you live?
- What would be your ideal weekend?
- Tell me about an interesting place you have visited.
- Would you say that you enjoy sport? Why?
- If you could change one thing about your college / workplace, what would it be?
- What ambitions do you have for the future?
- Do you have any plans for further study? What are they?

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 a 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.

Assessor script:

1 Complaint about a journey

This is a phone call.

Candidate A: You have just returned from a visit to (country of choice). On your return journey you couldn't travel because the plane was overbooked. You had to wait another 12 hours to fly home and were not offered accommodation. Answer **B**'s questions.

Candidate B: You work at the travel agency where **A** booked his / her flights. Apologise, ask for details / check if a credit card was used/ if **A** had insurance. Tell **A** you will contact the airline for compensation.

Negotiate and agree on the next course of action.

2 Late for team practice

You are at the sports centre

Candidate A: You are the sports team coach. Tell **B** you are concerned about team players being late. Insist on the importance of players arriving in time and warn that **B** may not stay on the team if the problem continues.

Candidate B: You are a team player and are late for practice. Give an excuse for today's lateness. Give reasons for regular lateness. Apologise and promise to change behaviour.

Negotiate and agree on the next course of action.

3 Dealing with a parent's complaint

You both work at a school.

Candidate A: You are the head teacher. A parent complained about **B** because the parent did not like the way Candidate **B** dealt with a child's misbehaviour. Ask **B** what happened and discuss how **B** handled the incident. Make suggestions.

Candidate B: You are a playground supervisor. Describe what you did and explain why you think you managed the situation with the child correctly. Respond to the criticism and **A**'s suggestions.

Negotiate and agree on the next step.

Task 4 – Listening and Discussion

Guide time: 10 minutes

Task 4a – Listening

Assessor script:

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

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

Thank you for inviting me today to advise you about crime. I am pleased to say that according to government reports, crime has fallen by 10% this year. However, one of the main problems currently, is the theft of mobile phones. I want to give you some practical steps on how you can protect your mobile phones from being stolen.

We are working together with the government and police to tackle this crime. Our main work is to stop the use of stolen phones overseas. This, we hope, will prevent organised crime of mobile phone theft. The mobile phone industry is already taking vital action to ensure they can track phones if they are stolen. According to the most recent crime statistics, these security improvements have contributed to the fall in recorded phone thefts.

People are most likely to have their phones stolen through pick-pocketing, or when the phone is briefly left unattended. The figures also show that certain groups are especially vulnerable like 14-24 year olds, and particularly women.

So let's look at a few things you can do to prevent your phone being stolen...

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

1	Was the speaker talking about punishment for crime?	No
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Candidate B, please answer yes or no. (Assessor asks gist question 2)

2	Was this about the theft of mobile phones?	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.

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

1	What does the speaker say about the crime figures for this year?
2	Where is he trying to stop mobile phones being used?
3	How do mobile phones get stolen?

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

4	What information is he going to give?
5	What action do mobile phone companies take if a mobile phone is stolen?
6	Which groups of people do criminals often steal from?

Please listen again. (Assessor plays CD)

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

1	What does the speaker say about the crime figures for this year?	Crime has fallen by 10%
2	Where is he trying to stop mobile phones being used?	Overseas
3	How do mobile phones get stolen?	From pockets /or when the phone is left somewhere

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

4	What information is he going to give?	Practical steps to help you protect your mobile phone
5	What action do the mobile phone companies do if a mobile phone is stolen?	They track or follow them
6	Which groups of people do criminals often steal from?	14-24 year olds / or women

Thank you.

4b Discussion

I'd like to talk with you about mobile phones. (Assessor leads 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.)

What are the advantages and disadvantages of owning a mobile phone? Agree on two advantages and disadvantages.

This is the end of your assessment. Thank you.

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