



ESOL Skills  
for Life

# ESB Level 2 Award in ESOL Skills for Life

(Speaking and Listening)  
Assessor Booklet: Set L



## 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)

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

- What would be your ideal weekend?
- Is there anything you don't like about travelling?

### **Work or Studies**

- Is it better to learn a job as an apprentice or on a course at college?
- What ambitions do you have for the future?

## 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:

Now we're going to do the role-play. This is the situation....

#### 1 Talking about a problem at the nursery

You are at your child's nursery.

**Candidate A:** You are a parent / carer of a child at the nursery. Your child didn't sleep well the night before because he/she was unwell. Ask the nursery worker to make sure they observe the child closely during the day and give him/her the medication you have provided. You are upset that you cannot stay with him as you cannot miss work.

**Candidate B:** You are A's child's key worker at the nursery. You reassure the parent / carer by saying what you will do but that you cannot give medicine without a doctor's note. Ask questions about the child's illness and give some health advice to help the child.

You must both ask questions, give information and agree on a plan.

#### 2 Meeting at the college

You are at a meeting at the college to discuss the sports activities on offer.

**Candidate A:** You are a student at the college and your class was invited to come to a meeting about the kind of sports on offer at the college. You have come to represent your class and you put forward their views to the organiser about the lack of sports activities and facilities. Make some suggestions.

**Candidate B:** You are the organiser of the meeting and listen to the points that A makes. Respond to what A says and offer some ideas. Invite A to take part in a tour of the new unfinished sports building and facilities.

You must both ask questions, give information and agree on a plan.

#### 3 Phoning about an advert online

**Candidate A:** You have seen an advert for a smart phone of your choice at a good price. Ask for details about the phone. You are disappointed when you hear it has been sold. Ask questions to find out about the other smart phones but also ask for details about the possibility of finding the original phone of your choice.

**Candidate B:** You are a small company selling used mobile phones. Give details about the smart phone but inform A that it has been sold. You answer questions and don't want to lose the customer so you give information about other phones for sale and encourage A to buy one.

You must both ask questions, give information and agree on a plan.

## 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.**

**Now I will play the text.** (Assessor plays recording)

- Manager: Good morning David. Sorry I couldn't see you yesterday because I had two new residents arriving at the care home and you know all the paperwork that involves! How can I help you?
- David: Good morning Gloria. Thank you for seeing me today. Well I'm here on behalf of all the carers at the home.
- Manager: So what is the problem?
- David: Well, its six months since the rules were changed about meals and as we can't eat with the residents now, we are only given a short time to eat our meal during our breaks. We are all fed up with having to sit outside or in the office to eat. It means that we don't really get a break and we don't have any privacy. We need better facilities and a room where we can eat and warm up our food.
- Manager: Yes, I know this has been raised a few times but I'm sorry we just don't have any spare space.
- David: Well that's what I've come to see you about. As I said, we're really unhappy but there is that store room at the back near the exit. Many of the things in there aren't used anymore, so, if they were removed, I think we could fit two chairs and a kettle and microwave in there. Maybe we could use the sink in the room next door and it would solve the problem.
- Manager: I'm not sure that would work at all. It might be too expensive.
- David: We've thought about it a lot. Please come and have a look. It would really help to make the staff feel valued if we could have that room and that would make a happy care home!
- Manager: Ok. I will have a look. I'm not promising anything at this stage but I'll look and work out the costs.
- David: Thank you so much. You won't regret it.

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

<b>1</b>	<b>Is this a meeting about work facilities?</b>	<b>Yes</b>
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Candidate B, please answer yes or no. (Assessor asks gist question 2)

<b>2</b>	<b>Is this a job interview?</b>	<b>No</b>
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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)

<b>1</b>	<b>Why couldn't the manager see David yesterday?</b>
<b>2</b>	<b>What is David asking for?</b>
<b>3</b>	<b>Why did the manager say that she couldn't help before?</b>

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

<b>4</b>	<b>Why don't the workers eat at the same time as the residents?</b>
<b>5</b>	<b>Where does David suggest they use?</b>
<b>6</b>	<b>What does the manager agree to do?</b>

Please listen again. (Assessor plays recording)

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

<b>1</b>	<b>Why couldn't the manager see David yesterday?</b>	<b>There were two new residents</b>
<b>2</b>	<b>What is David asking for?</b>	<b>A room where the carers can eat/warm up their food/better facilities/privacy</b>
<b>3</b>	<b>Why did the manager say that she couldn't help before?</b>	<b>She said there was no spare space</b>

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

<b>4</b>	<b>Why don't the workers eat at the same time as the residents?</b>	<b>The rules were changed</b>
<b>5</b>	<b>Where does David suggest they use?</b>	<b>A store room</b>
<b>6</b>	<b>What does the manager agree to do?</b>	<b>To look at the room / to work out the costs</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 listening text.)

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

**What can managers/teachers do to make their workers feel valued? Is it important to feel valued at work/college? What effect do you think this has on the general atmosphere of the workplace/college and on the work of the workers/students? Agree on three things managers/teachers could do to value their workers/students.**

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

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