



ESOL Skills  
for Life

# **ESB Level 2 Award in ESOL Skills for Life**

**(Speaking and Listening)  
Assessor Booklet:  
Sample Set N**



## 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)

- What makes a good friend?
- What is your neighbourhood and local community like?
- Which famous person do you admire most?
- How important is it to speak another language?

## 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: (prompts should be provided to the candidates):

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

### 1 Returning faulty goods

You are in a furniture shop.

**Candidate A:** You purchased a pack to build a bookcase but some missing parts prevented you from constructing it. Explain why you have returned to the shop with the parts of the bookcase and answer questions. Insist on a replacement pack but ask that the pack be opened and checked before you take it away.

**Candidate B:** You are the shop assistant. Respond to candidate **A** and ask for the date it was bought, the receipt and more details. Apologise and offer to find the missing parts. Finally, agree to replace the pack.

Negotiate and agree on the next step.

### 2 Asking for better equipment at work

You both work in an office.

**Candidate A:** You work in an office and you are unhappy with your chair. Explain why your chair is not suitable for you and your concerns about your health. Ask if you can have a higher desk and better chair as you find it difficult to reach everything and work productively.

**Candidate B:** You are the manager. Ask **A** questions about the seating arrangements and make some suggestions about healthy seating positions. Reluctantly agree to replace the chair but explain you are concerned about the cost.

Negotiate and agree on the next course of action.

### 3 Advising about support for a new project

You are at college with a visitor who organises projects to improve the environment.

**Candidate A:** You are interested in environmental issues and want to have a wildlife-friendly garden in your local park. You put forward your idea and explain how it will involve local children. You talk to **B** about what you need to develop the project.

**Candidate B:** You work for an environmental organisation that offers awards to young people and students for environmental projects. You want to find out the ideas that **A** has and offer advice. You suggest some things **A** can do and explain that if **A** achieves the award then there will be some funding for the project.

Negotiate and agree on the next step.

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## 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.**

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

Welcome to Radio West and the programme 'Housing Matters'. I've watched the TV programme 'Grand Designs' many times. It's the programme where people build amazing houses at a high cost. On the one I watched recently, an owner talked about how the walls of his house were made so that it cost very little to warm the house. I was sitting shivering in my living room with many draughts and I was very jealous.

It is really important to try to reduce our heating and electricity bills, as home fuel bills could increase by £200 every year. However, I hope in the future that ordinary people will be able to buy houses with smaller fuel costs. Last week, I visited an ecological house. Another name we use for them is 'eco-friendly'. It was on a housing estate and all the houses were made with 'Passivhaus'.

'Passivhaus' is a German name as it started in Germany and Austria. The houses have a shell which has a special inside layer. This means that these homes need very little extra heating because the bodies of the people who live there supply the heat.

Until now, only the very rich could afford to live in such houses. Now more builders are learning how to build these homes so it's hoped that costs will start to fall.

I'm now going to talk to Shirley Penn.

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

1	Is this a programme about moving to the country?	No
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**Candidate B, please answer yes or no.** (Assessor asks gist question 2)

2	Is this a programme about reducing heating costs?	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 is the programme 'Grand Designs' about?
2	How much could gas and electricity bills rise?
3	When did the speaker visit a Passivhaus home?

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

4	Why was the speaker envious about what he saw?
5	Where did Passivhaus begin?
6	Who in the past could afford to have these houses?

Please listen again. (Assessor plays CD)

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

1	What is the programme 'Grand Designs' about?	People building houses at a high cost
2	How much could gas and electricity bills rise?	£200 per year
3	When did the speaker visit a Passivhaus home?	Last week

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

4	Why was the speaker envious about what he saw?	The speaker's home was cold and draughty
5	Where did Passivhaus begin?	In Germany or Austria
6	Who in the past could afford to have these houses?	Only the very rich

Thank you.

#### 4b Discussion

I'd like to finish the assessment with a discussion about different houses and costs. (Assessor leads 4 minute discussion with Candidate A and Candidate B from the listening text.)

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

Many old houses are being demolished to make way for new ones. What do you think are the kind of homes that people want? (old or modern / 'green' housing / cheap?) Discuss and agree on 3 main points.

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

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