



ESOL Skills  
for Life

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

**(Speaking and Listening)  
(Entry 3)**

**Assessor Booklet:  
Sample Set K**



## Task 1 – Exchange of Personal Information

**Guide time: 6 minutes in total**

- Assessor greets learner and introduces him / herself
- Assessor invites learners to ask each other personal information questions
- Learner **A** asks Learner **B** personal information questions
- Learner **B** asks Learner **A** personal information questions
- Assessor asks Learner **A** personal information questions
- Assessor asks Learner **B** personal information questions

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

- When did you last visit ...?
- What are your plans for this evening?
- What are you doing next weekend?
- When did you last go shopping and what did you buy?
- What job would you like to do in the future?

## Task 2 – Unprepared Talk

**Guide time: 8 minutes in total**

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

### **Topics for Task 2**

- a place you have visited
- your last college holiday
- a favourite book, film or TV programme
- a person who has helped you in your life
- your plans for future work or studies

## Task 3 – Role Play

**Guide time: 5 minutes in total**

Assessor script:

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

### **1 Asking for time off**

You are at work.

**Learner A:** You work at ..... You need to leave early for a hospital appointment with a friend. Answer questions about the appointment and about how important it is. Agree to a suggestion.

**Learner B:** You are the manager. You are unhappy because work is really busy at the moment. You ask for details and talk about how difficult it will be to manage without **A**. You make a suggestion.

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

### **2 Changing a booking in a restaurant**

You are on the phone.

**Learner A:** You have a group booking for a meal at a restaurant. You need to change the date and add more people to the booking. You can talk about the date, cost and food.

**Learner B:** You work at the restaurant. You are not happy about the short notice and the changes to the booking. You can talk about the difficulty of seating so many people.

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

### **3 Planning a day trip**

You are friends. You want to go to London (or choose a suitable venue, e.g. Blackpool, seaside, theme park) for the day.

**Learner A:** You don't know how to get there. Ask questions about what transport to use and the cost. Talk about when you will go and what you must take with you.

**Learner B:** You have been before so you know the way. Give information about getting there. Give information about the cost, times, food to bring etc.

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

If the learners have not made a plan after 4 minutes, say: **Please agree on what you will both do next.**

## 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 listening 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 recording)

Good morning everyone and welcome to our new Community Centre. We were very lucky to get this centre which is so close to the school and the local day care group. Parents and carers with young children are passing by every day and coming in to join our classes, chat to other parents and carers or just to relax and read a book. We have a shelf of books that parents and carers have read and given to the centre. We have tea, coffee and cakes which some parents and carers make.

We are hoping to run classes and workshops so I have given you all a form to complete. Please tell us what you would like to do. We have experienced cooks, dressmakers and art teachers who can run classes with 10 people. Other ideas are welcome. Classes are filling up quickly so complete your form today and give it to me before you leave.

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

1	Is the talk about going to school?	No
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**Learner B, please answer yes or no.** (Assessor asks gist question 2)

2	Is this about a library?	No
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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 Learner A (Assessor asks detail question 1)

1	Who makes the cakes?
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To Learner B (Assessor asks detail question 2)

2	How many people can join a class?
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**Please listen again.** (Assessor plays recording)

To Learner A (Assessor asks detail question 1, Learner answers)

1	Who makes the cakes?	Some parents/carers
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To Learner B (Assessor asks detail question 2, Learner answers)

2	How many people can join a class?	10 people
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**Thank you.**

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

Thank you all for coming today. As you know, the council are planning to build 250 houses on the edge of our small village. However, we do have an opportunity to tell the council if we are against this. I would like to know what you think.

The houses will be small or medium sized homes with 3 bedrooms but there will also be some quite large houses. There could be 1000 people living there. At the moment, we have one school, one doctor's surgery and just a few local shops. Our roads are not suitable for a lot of heavy traffic. However, our young people need somewhere to live.

Now, when they leave college, they move away from the village to the cities to get work. Maybe we need small businesses and more facilities to keep them from moving away. So, let's have some questions.....

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

1	Is this about a city?	No
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**Learner B, please answer yes or no.** (Assessor asks gist question 2)

2	Is this about local council plans?	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 Learner A (Assessor gives detail question 1)

<b>1</b>	<b>Where will they build the new houses?</b>
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To Learner B (Assessor gives detail question 2)

<b>2</b>	<b>Why are the young people leaving the village?</b>
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**Please listen again.** (Assessor plays recording)

To Learner A (Assessor asks detail question 1, learner answers)

<b>1</b>	<b>Where will they build the new houses?</b>	<b>On the edge of the village</b>
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To Learner B (Assessor asks detail question 2, learner answers)

<b>2</b>	<b>Why are the young people leaving the village?</b>	<b>To get jobs/ work</b>
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**Thank you.**

#### **4b - Discussion**

**Now I'd like to talk with you about building houses / centres for parents / carers.** (Assessor leads a 3-minute discussion with Learner A and Learner B around a topic from either text.)

**Do you think it's a good idea to build new houses in the countryside? Is it better to live in the countryside or a city? Why?**

Or

**There are lots of groups for children but not so many for parents / carers. Do you think centres for parents / carers are a good idea? Do you think parents / carers need support or a place to go? Why?**

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

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