



ESOL Skills
for Life

ESB Level 1 Award in ESOL Skills for Life

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



Task 1 – Exchange of Personal Information

Guide time: 6 minutes in total

- Assessor greets learners and introduces him / herself
- Assessor invites learners to ask each other personal information questions and select information to report back to Assessor
- Learner **A** asks Learner **B** personal information questions
- Learner **A** reports information back to Assessor
- Learner **B** asks Learner **A** personal information questions
- Learner **B** reports information back to Assessor
- Assessor asks Learners **A** and **B** further personal information questions

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

- What do you like about the place where you live now?
- What are your plans for the weekend?
- Where do you usually go with your friends or family?
- What are your future plans for studying or work?
- Tell me about work that you or a friend does near here.

Task 2 – Presentation and Discussion

Guide time: 10 minutes in total

- Assessor asks Learner **A** to give a presentation for 3 minutes
- Assessor asks Learner **B** to listen and to ask Learner **A** three questions after the presentation
- Learner **A** gives a 3 minute presentation to Assessor and Learner **B**
- Learner **B** asks Learner **A** three questions related to the presentation
- Learners **A** and **B** discuss the topic of the presentation for 1 minute
- Assessor asks Learner **B** to give a presentation for 3 minutes
- Assessor asks Learner **A** to listen and to ask Learner **B** three questions after the presentation
- Learner **B** gives a 3 minute presentation to Assessor and Learner **A**
- Learner **A** asks Learner **B** three questions related to the presentation
- Learners **A** and **B** discuss the topic of the presentation for 1 minute
- The assessor may ask questions after the learners' presentations

Examples of topics

Learners have a choice of topics which may include narratives, factual accounts, explanations and descriptions of a process, person or place. Visual aids may be included.

Task 3 – Role Play

Guide time: 5 minutes in total

The Assessor sets up the role-play. The learners 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 Complaining about a housing problem

You are at the Housing Office.

Learner A: You have recently moved into a new rented house / flat. You want to complain about your next door neighbours who are noisy during the day. You do shift work and this makes it difficult for you to sleep.

Learner B: You work in the Council Housing Office. Find out more information about the situation. Make some suggestions and agree to speak to the tenants or visit during the day.

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

2 Having an interview for a new job

Learner A: You are interviewing **B** for a new job (of learner's choice). You tell **B** about the job duties. You ask about **B**'s experience and ask if **B** is available to start soon.

Learner B: You have come for an interview. Explain why you are interested in the job and talk about your experience. You are working now, so make it clear how much notice you need to give at your work place before you can start.

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

3 Phoning about a course

This is a phone call.

Learner A: You want to do a course (Electrician / Hairdressing / Social Care). **B** is the tutor. Find out the level of English needed and what the course involves. Explain why the course attracts you and answer questions about your skills and experience. Find out what to do next.

Learner B: You are the tutor of the course. Talk about the course and ask questions about Learner **A**'s skills, experience and English language. Invite and answer questions from **A**. Invite **A** to come in to talk more.

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

Task 4a - Listening

Assessor script:

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

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

So now to our food section on Radio City. The latest national food survey shows that tastes in the UK are changing.

In homes and cafés across the country, a cup of tea, baked beans on toast and fish and chips have been the main part of the British eating experience. Now, according to this survey, the number of people drinking tea has halved since the 1970s. Another development is people have moved to healthier diets by drinking skimmed or low fat milk and eating more fresh fruit. However, eating chips, pizza, crisps and ready meals has increased.

There has also been a major change from white to brown bread. A fifth of the population has stopped eating baked beans in sauce over the past forty years in spite of a rise in other types of convenience food, particularly Italian dishes. Adults in the UK now eat an average of 75 grams of pizza every week compared with none in 1974. Vegetables such as cucumbers, courgettes, peppers and mushrooms are now served regularly.

Eating takeaway food has almost doubled since 1974. Much of this is chips and meat, with kebabs, chicken and burgers being particularly popular. So what does all this mean.....?

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

1	Is the speaker talking about eating food abroad?	No
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Learner B, please answer yes or no. (Assessor asks gist question 2)

2	Is the speaker talking about changes in diet?	Yes
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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 questions 1 and 2)

1	What has happened to the number of tea drinkers since the 1970s?
2	What kinds of healthier drinks do people now have?

To Learner B (Assessor asks detail questions 3 and 4)

3	What kind of bread is more popular now?
4	Which food do people eat almost double the amount of now?

Please listen again. (Assessor plays recording)

To Learner A (Assessor asks detail questions 1 and 2, Learner answers)

1	What has happened to the number of tea drinkers since the 1970s?	Numbers have halved
2	What kinds of healthier drinks do people now have?	Either skimmed milk <u>or</u> low-fat milk

To Learner B (Assessor asks detail question 2, Learner answers)

3	What kind of bread is more popular now?	Brown
4	Which food do people eat almost double the amount of now?	Takeaway

Thank you.

4b Discussion

Now I'd like to finish the assessment with a discussion. (Assessor leads a 4 minute discussion with Learner A and Learner B around a topic from the listening text)

What do you think about the changes in diet in the UK? Do you think there have been similar changes in other countries? Do you think such changes are good or should people eat/cook their traditional food regularly?

This is the end of your assessment. Thank you.

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