



ESOL Skills
for Life

ESB Level 2 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 about specific areas
- 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)

- If you had the choice where would you live?
- What would be your ideal weekend?
- What activities do you enjoy? Why?
- What ambitions do you have for the future?

Task 2 – Presentation and Discussion

Guide time: 12 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
- Assessor may ask Learner **A** further questions related to the presentation
- Both Learners **A** and **B** discuss the topic of the presentation for 2 minutes
- 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
- Assessor may ask Learner **B** further questions related to the presentation
- Both Learners **A** and **B** discuss the topic of the presentation for 2 minutes

Examples of topics

Learners 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 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 Renting out a school hall for events

You are in the headteacher's office.

Learner A: You live near a secondary school which plans to hire the school hall out to the public every evening and at weekends. You are worried about traffic, noise and safety, and complain to **B**, the headteacher. You warn that all your neighbours are concerned and explain that you will be starting a petition.

Learner B: You are the headteacher of the secondary school and you are worried about some of the problems that could happen. However, you still think it is a good idea. You point out some of the advantages and reassure **A**. You offer to arrange a public meeting at the school.

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

2 Finding new staff

You are at work.

Learner A: You need to employ a new member of staff in your team. Tell **B** that you need an advert for a new worker. Give your views about the qualities and skills you want the person to have. Reject **B**'s suggestion to employ his/her cousin. Accept **B**'s offer to write the advert, say what you want, and give a deadline.

Learner B: You agree with **A** about the need for more staff. Give your views about the qualities and skills that the person needs. Suggest one of your cousins for the job. Then, offer to write the advert and to produce a first draft.

You must both ask questions, give information and agree on the next step.

3 Discussing a sports venue

Learner A: You are in a small sports group and have found it difficult to find somewhere to play games regularly in the college. You ask a tutor about the possibilities of finding somewhere where you and your group can play regularly. You feel there are very few facilities for young people in the college.

Learner B: You are a tutor where Learner **A** studies. You know of a couple of places where you might be able to find a hall or space for outdoor games in the college and suggest these. Ask **A** for more details about the group and offer to meet at one of the venues.

You must both ask questions, give information and agree on the next step.

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)

- | | |
|---------------|---|
| Bank Manager: | Good morning Mrs Abiola. I understand that you want to start your own business enterprise and you need a start-up loan. |
| Mrs Abiola: | Yes, that's right. I'm planning to set up a Nigerian fashion company. Every time I've been back home in the last few years, I've been buying clothes and selling them here to family and friends. They love the clothes so I would like to work with this as trade. |
| Bank Manager: | Where do you propose to sell the clothes? There's a really good outdoor market here. |
| Mrs Abiola: | Yes, that was my first thought but I'd like to have a shop in the centre and to use the premises as a base for an on-line business. |
| Bank Manager: | That sounds like a good idea. Do you have anywhere in mind? |
| Mrs Abiola: | Well, there's an empty shop next to the main Post Office. |
| Bank Manager: | That would be ideal. Have you approached the landlord? |
| Mrs Abiola: | Yes. |
| Bank Manager: | Have you discussed the rent? |
| Mrs Abiola: | Yes, we've agreed on £250 per week. It'll be payable a month in advance. This would include insurance and local taxes, but I would pay for the electricity, telephone and water. |
| Bank Manager: | What about staff costs? |
| Mrs Abiola: | I'm going to run the business myself to start with. I've got some really good friends to support me, and my family will do all they can. |
| Bank Manager: | That all sounds very positive Mrs Abiola. I'll have to see your business plan first and I'll give you a decision in a couple of days. |

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

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

2	Is this about developing a business?	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 asks detail questions 1, 2 and 3.)

1	What kind of business does Mrs Abiola want to begin?
2	What kind of location does the bank manager recommend?
3	How much is the rent and when is it due?

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

4	Where has she found an empty shop?
5	Who will assist her with the business?
6	What does the bank manager need to check?

Please listen again. (Assessor plays recording)

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

1	What kind of business does Mrs Abiola want to begin?	Accept either: Fashion/clothes business/Nigerian fashion company
2	What kind of location does the bank manager recommend?	Sell clothes in an outdoor market
3	How much is the rent and when is it due?	£250 per week, monthly in advance

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

4	Where has she found an empty shop?	Next to the main post office
5	Who will assist her with the business?	Good friends and her family
6	What does the bank manager need to check?	Business plan

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.)

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

Do you think that Mrs Abiola's business will be a success? Discuss how she could improve her chances and what problems she must avoid. Agree on three ideas for goods to sell and how best you could sell them in a business.

This is the end of your assessment. Thank you

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