

# **ESB Level 1 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 and select information to report back to Assessor
- 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)

### **Home and Family**

- Are there any good places for shopping near to your house or flat?
- What do you like or dislike about your local area?

### **Leisure activities**

- What kind of things do you like to do when you are free?
- Do you have any plans to travel?

### **Work or Study**

- Do you enjoy studying? Why/why not?
- Do you have any plans for work or study in the future?

## Task 2 – Presentation and Discussion

**Guide time: 10 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
- Candidates **A** and **B** discuss the topic of the presentation for 1 minute
- 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
- Candidates **A** and **B** discuss the topic of the presentation for 1 minute
- The assessor may ask questions after the candidates' presentations

### Examples of topics

Candidates 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 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 Reporting a lost coat

You are in a bus station.

**Candidate A:** You (or a friend / child) have lost your coat. You go to the Customer Service desk at the bus station to report it. Give details about the loss and describe the coat. Find out what to do next.

**Candidate B:** You work in the bus station's Customer Service Office. Ask about the bus and the time you (or a friend / child) was on the bus. Explain how you deal with lost property and ask for more details for a report.

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

### 2 Changing a booking

This is a phone call.

**Candidate A:** You have booked a hall for a wedding / party / festival. You phone the hall to change the booking to a different day and you want to change the numbers of people who will be attending. Give details of any special food requirements.

**Candidate B:** You work in reception at the hall. Check the information about the original date and ask for the new details. Check the food arrangements and explain the new costs.

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

### 3 Complaining about college timetables

You are at college and talk about the latest planned timetable of classes.

**Candidate A:** You are a student at a college. Talk to your tutor, **B**, about the new timetables for next term. Explain that the new times of your classes are unsuitable for you because you will have transport difficulties. Listen to your tutor's explanation and ask if you can change to evening classes.

**Candidate B:** You are **A**'s tutor. You listen to **A**'s complaints. Give a reason why the classes have to be arranged at different times - e.g. not enough rooms. Apologise and make some suggestions to **A**.

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 a listening text. I will play the text and you will answer questions.**

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

Good morning to all of you. I am your new manager, and I wanted to meet you all this morning before our lunch break so that I could introduce myself and make the new procedures which we plan to use from next week, clear.

I will be interviewing anyone who has been absent when they return to work, in a 'Return to Work Interview'. If you know you are going to be absent, you need to phone by 10am. The return to work interview will be informal and brief and will include a question like, 'How do you feel about being back at work?' The purpose of the interview is to welcome you back, check that you are well enough to work, find out why you were away and to give you any information you may have missed.

If you are absent without permission, then you will need to explain why, and you will be expected to come in early or stay late to make up the time unless there is a reasonable explanation. There have recently been a number of workers arriving late for work. This has a negative effect on everyone and on the business so we want to make fair arrangements in our workplace.

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

1	Is the speaker talking about work?	Yes
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**Candidate B, please answer yes or no.** (Assessor asks gist question 2)

2	Is the speaker talking about being away from work?	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 Candidate A (Assessor asks detail questions 1 and 2)

<b>1</b>	<b>When will the new procedures be introduced?</b>
<b>2</b>	<b>Give one reason for the return to work interview.</b>

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

<b>3</b>	<b>What do you do if you are ill and can't go to work?</b>
<b>4</b>	<b>What happens if you miss work without agreement?</b>

Please listen again. (Assessor plays recording)

**Candidate A** (Assessor asks detail questions 1 and 2. Candidate answers)

<b>1</b>	<b>When will the new procedures be introduced?</b>	<b>From next week</b>
<b>2</b>	<b>Give one reason for the return to work interview.</b>	<b>Welcome you back/ check you are well enough to work/ find out why you were away/ give information</b> One of the above

**Candidate B** (Assessor asks detail question 3 and 4. Candidate answers)

<b>3</b>	<b>What do you do if you are ill and can't go to work?</b>	<b>Phone by 10am</b>
<b>4</b>	<b>What happens if you miss work without agreement?</b>	<b>Explain and come in early <u>or</u> stay late to make up time</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).

**What do you think about someone who always turns up late for work or has a lot of time off college? Do you think it is right for that person to stay with the company/college? What can you do about someone like that?**

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

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