

**ESB Entry Level Award in ESOL Skills for Life  
(Speaking and Listening) (Entry 3)**

**ESB Level 1 Award in ESOL Skills for Life  
(Speaking and Listening)**

**ESB Level 2 Award in ESOL Skills for Life  
(Speaking and Listening)**

**SAMPLE Role Plays for Learners 16-19**

## Entry 3

Guide time: 5 minutes in total

Assessor script:

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

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

### 1. New bike

You are friends.

**Learner A:** You want to sell your old bike and buy a new one. Your friend, **B**, recently sold something online. Tell **B** why you want to get a new bike, and ask for information about good bike shops and websites. Ask **B** for advice and suggestions.

**Learner B:** You know a good website for selling, and a place where they have good bikes. Give information and advice. Ask **A** questions about prices, the old bike and a new bike, and offer to help **A**.

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

### 2. Festival

You are friends.

**Learner A:** You want to go to a music / computer gaming festival. Your friend, **B**, went last year. Find out more information about the festival, how to travel there, and what to take. Say how you are feeling about going to the festival and ask **B** for advice and suggestions.

**Learner B:** You went to the festival last year, and are going again this year. Give details about the festival, travelling and what to take. Find out how **A** feels about the festival, and make an offer.

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

### 3. Maths course

You are friends at college.

**Learner A:** You are going to do an IT course next year. The teacher says you also have to take a Maths course. You are worried about doing both courses, because you think it will be difficult and take a lot of time. Your friend, **B**, is doing IT and Maths this year. Explain the problem, tell **B** how you feel and ask for advice.

**Learner B:** You are doing an IT course with Maths this year. It is a lot of work, but you think the Maths course is useful. Ask **A** why he/she is worried, explain how you manage your time, and offer to help **A**.

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

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

## Level 1

Guide time: 5 minutes in total

Assessor script:

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

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

### 1. Changing a booking

This is a phone call.

**Candidate A:** You have booked the leisure centre for a young people's sports day, but now you want to change the booking to a different day. You also want to change the number of rooms you have booked from four rooms to three rooms. Ask to change the booking, explain why you need to change it, and discuss what rooms you need.

**Candidate B:** You work in reception at the leisure centre. You are not happy, as this booking was made a long time ago. Check the information about the original date and rooms and explain that you cannot change the cost even if **A** uses only three rooms. Find out what **A** needs now, and warn **A** about changing the booking again.

Make a plan and agree on the next step.

### 2. Discussing a food or diet issue at the college cafeteria

You are at college.

**Candidate A:** You are a student. You have found out recently that you have to be careful with some foods as you can have a bad reaction to some ingredients, and you feel very worried. Explain your problem to **B** and ask about the food in the college café. Ask for advice and suggestions.

**Candidate B:** You are the manager at the college café. Explain to **A** that there are labels on all the food in the café. Ask **A** about what she/he cannot eat and find out what the doctor has suggested. Make some suggestions about what **A** can do.

Make a plan and agree on the next course of action.

### 3. Asking about work experience

You are at college.

**Candidate A:** You are studying a college course and need to get some work experience. Tell **A**, the careers adviser, about the work experience you would like to do. Ask **A** about where the places are, the days you work and how you can travel there. Give your opinion about **A's** suggestions.

**Candidate B:** You are the careers adviser and you have three possible places for the students to do their work experience: a sports centre, a care home or an office. Ask **A** what work experience they are looking for. Answer **A's** questions and give advice.

Make a plan and agree on the next course of action.

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

## Level 2

Guide time: 6 minutes in total

Assessor script:

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

### 1. Making enquiries at a leisure centre

You are at a local leisure centre.

**Candidate A:** You are a member of a local sports team. You have heard that you can get a free pass for the leisure centre so you can keep fit between matches. Explain this to **B** and express your disappointment about what he/she says about paying to use the facilities. Find out more information about what kinds of facilities there are and what you can use.

**Candidate B:** You are the receptionist at the local leisure centre. Explain that there is a reduction in price for people in local sports teams, but it is not free. Explain how **A** can use this reduction and what facilities it applies to. Ask about the sports team **A** belongs to and make suggestions.

Negotiate and agree on the next course of action.

### 2. Requesting more classes for Maths/IT

You are at a college.

**Candidate A:** You are studying a course at college and it includes one day a week for Maths/IT. You don't think this is enough, and you feel you need more lessons. Speak to **B**, your personal tutor at the college. Explain why you are worried about Maths/IT and persuade **B** to speak to the Maths/IT tutor for you. Answer questions and respond to suggestions.

**Candidate B:** You are **A**'s personal tutor. You know that there are not many places available for Maths/IT. Respond to **A**'s request and ask questions to see how serious the problem is. Suggest other ways **A** could get help with the subject. Agree to talk to the Maths/IT tutor.

Negotiate and agree on the next course of action.

### 3. Being late for a volunteer activity

You are at a college volunteer activity.

**Candidate A:** You are the volunteer organiser, and you do not like it when volunteers are late. Tell **B** you are concerned, and explain why it is important for volunteers to arrive on time. Warn that **B** may not stay on the volunteer team if the problem continues.

**Candidate B:** You are a volunteer and are late for the activity. Give an excuse for being late, and give reasons for being late often. Apologise and suggest what you can do in future to prevent the issue from happening again.

Negotiate and agree on the next course of action.

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