

ESB Entry Level Award in ESOL Skills for Life
Entry 1 Speaking and Listening
Sample assessment video – Ali and Bahram

Task One – Exchange of personal information

Assessment criteria	Ali	Bahram
1.3 Follow single step verbal instructions correctly for a given task	Ali can follow the instructions and complete the task. He demonstrates understanding and there is no need to ask for clarification.	Bahram can follow the instructions and complete the task. He demonstrates understanding and there is no need to ask for clarification.
2.2 Use simple language appropriate for context when speaking	The register is appropriate and interaction between learners is natural and relaxed.	The register is appropriate and interaction between learners is natural and relaxed.
3.1 Provide a short verbal account for a given task	Ali uses level-appropriate Entry 1 grammar, e.g. present tense statements, mostly accurately and is able to communicate. He also attempts ambitious structures, and while there are inaccuracies, they do not impede understanding, and he communicates very effectively.	Bahram uses present tense statements mostly accurately and is able to communicate very effectively. He uses very ambitious language, e.g. <i>Actually, Kurdistan is four part ... I like to watch the Liverpool because everyone is curious about Liverpool.</i> While there are inaccuracies, they do not impede understanding.
4.1 Make relevant contributions to discussion	Questions are understood and relevant responses are provided. Follow-up questions show very good listening skills.	Questions are understood and relevant responses are provided. Follow-up questions show very good listening skills.
4.3 Make effective verbal requests to obtain information	Ali uses a range of question words and verb forms appropriate to Entry 1, and also attempts some more ambitious questions, e.g. <i>How are you? Where do you live? How long you live in Dudley? Where are you from? Where is Kurdistan? Do you have a job? You like it, job, yeah? What is your job? How long you work in barbers ... before, for example, in your country?</i>	Bahram uses a range of question words and verb forms appropriate to Entry 1, and also asks more ambitious questions, e.g. <i>How long you living in this country? Where you from originally? What do you do for living, Ali? What's your job? What about here, you working? How do you come into college?</i>

		<i>You coming by bus or by walk? How long you going to take to college?</i>
Task 1 comments	Ali makes a number of grammatical mistakes due to ambitious attempts at communication. However, inaccuracies do not impede communication and he conveys sufficient information to be understood. He achieves all the assessment criteria in Task 1.	Bahram achieves all the assessment criteria in Task 1.

Task Two – Unprepared talk

Assessment criteria	Ali	Bahram
1.1 Follow the gist of simple verbal communication	Ali asks questions relevant to Bahram's talk.	Bahram asks questions relevant to Ali's talk.
1.2 Obtain necessary information from simple verbal communication for a given task	Specific information is asked about Bahram's friend in the first question, but the second question is very generic.	Specific information is asked, showing understanding of Ali's talk.
2.1 Use pronunciation to convey intended meaning	Speech is mostly clear and understandable throughout. The pronunciation of some words is ambiguous, and the use of incomplete sentences and fillers causes misunderstanding in places, but overall, Ali conveys his intended meaning.	Bahram's speech is mostly clear and understandable throughout. There are some minor instances of a lack of clarity, but stress and intonation are appropriate.
2.2 Use simple language appropriate for context when speaking	Register is appropriate and the interaction between the learners is natural and relaxed.	Register is appropriate and the interaction between the learners is natural and relaxed.
3.1 Provide a short verbal account for a given task	Ali gives some information about the area where he lives. He does communicate meaning, but there are many incomplete sentences which cause misunderstanding and demands on the listener, e.g. <i>going my village is 15 minutes far ... sometimes walking 45 minutes ... walking is nice area ... near my house this four, five, big park ...</i> Ali does not achieve the assessment criterion 3.1 in this task.	Bahram talks clearly about his friend, e.g. <i>He's from same country ... we speak in same language ... all the time he coming to help me ... we going to another city together ... I really feel comfortable with him ... his English is really good ... It's about 8 years now ...</i> There is also some effective use of above-level grammatical structures, e.g. <i>used to, have to have, I feel ... because ...</i>
3.2 Convey relevant detail during a simple verbal communication	Ali uses adjectives and intensifiers, e.g. <i>very good, very nice, big, near, so busy, better, quiet</i> . Relevant lexis is provided but sentence structure is inaccurate and incomplete on many occasions.	Bahram effectively uses negatives, adverbs of frequency, adjectives and intensifiers, e.g. <i>really, very, comfortable, bad, good, important, sad, new</i> . He uses relevant lexis in complete sentences and gives extended and passionate responses to questions asked of him in a natural and effective way.

4.3 Make effective verbal requests to obtain information	Ali's questions are not correctly formed but the listener is able to understand what he is asking, e.g. <i>How long is your friend live in UK? Are you happy with friend?</i>	Bahram's questions are not correctly formed but the listener is able to understand what he is asking, e.g. <i>Did you shopping in high street? Which one you more like it?</i>
Task 2 comments	Ali does not achieve AC3.1 but he achieves the other criteria in Task 2.	Bahram achieves all the assessment criteria in Task 2.

Task Three – Describe a picture

Assessment criteria	Ali	Bahram
1.3 Follow single step verbal instructions correctly for a given task	Ali can follow the instructions and complete the task. He demonstrates understanding and there is no need to ask for clarification.	Bahram can follow the instructions and complete the task. He demonstrates understanding and there is no need to ask for clarification.
2.1 Use pronunciation to convey intended meaning	There is some lack of clarity, but Ali is mostly understood.	There is some lack of clarity, but Bahram is mostly understood.
3.2 Convey relevant detail during a simple verbal communication	Ali provides enough relevant detail to describe the picture. There is just sufficient detail to pass this criterion, e.g. <i>In my picture I see this one family, one man, one woman and two children. Mother family is learning this cooking children, blue T-shirt, he have it this yellow shirt, in the table is egg, pepper, onion, tomato, mushroom, all group sit in the table...</i>	Bahram provides plenty of relevant detail to describe the picture. <i>Some childrens they play footballs at the beach, a boy and one girls, they talking, they look really relax ... really happy, the girl she have a blue jumper, he have a white T-shirt and some black line, silver car I can see, she have shorts, at the back, they play as well...</i>
4.2 Express simple views clearly during verbal communication	Ali clearly expresses his views, e.g. <i>I like it cooking because give it me this energy, I'm very happy for cooking. Me always cooking ... all enjoy food</i>	Bahram clearly expresses his views, e.g. <i>That car is looking nice... For me, I like basketball... Basketball is nice</i>
Task 3 comments	Ali achieves all the assessment criteria in Task 3.	Bahram achieves all the assessment criteria in Task 3.

Task Four – Listening and discussion

Assessment criteria	Ali	Bahram
1.1 Follow the gist of simple verbal communication	Ali gets the second gist question incorrect.	Bahram gets both gist questions correct.
1.2 Obtain necessary information from simple verbal communication for a given task	Ali gets both detail questions correct.	Bahram gets both detail questions correct.
4.1 Make relevant contributions to discussion	Ali contributes appropriate statements and uses vocabulary relevant to the topic. He demonstrates sufficient understanding of the task. <i>I'm going shopping ... Asda and Lidl and Tesco</i>	Bahram contributes appropriate statements and uses vocabulary relevant to the topic. He demonstrates sufficient understanding of the task. <i>I live near to high street ... many supermarkets and many shops there.</i>
4.2 Express simple views clearly during verbal communication	Ali expresses his views clearly, e.g. <i>I like it small supermarket and big shopping stores ... because ... buy meat ... big shopping is for I can more choose, very good this one.</i>	Bahram expresses his views clearly, e.g. <i>because you can get easy what do you want ... it's not going to make you too tired ... you can just get your stuff and coming home.</i>
4.3 Make effective verbal requests to obtain information	Ali doesn't ask any questions in this task, but he demonstrates appropriate language throughout the assessment to meet this criterion.	Bahram doesn't ask any questions in this task, but he demonstrates appropriate language throughout the assessment to meet this criterion.
Task 4 comments	Ali achieves all the assessment criteria in Task 4, except for AC4.3, which he achieved previously.	Bahram achieves all the assessment criteria in Task 4, except for AC4.3, which he achieved previously.

Overall comments

Ali	Bahram
Ali struggles with using complete sentences and this affects his grammatical accuracy, especially in Task 2 where he is unsuccessful on AC3.1. He manages to convey more accurate detail on AC3.1 in Task 1 and, despite errors, does communicate sufficient detail. As a result, he is successful overall.	Bahram meets all the assessment criteria and is successful.