

ESB Entry Level Award in ESOL Skills for Life
Entry 2 Speaking and Listening
Sample assessment video Abdul & Sylwana

Task One – Exchange of personal information

Assessment criteria	Abdul	Sylwana
1.3 Follow straightforward verbal instructions for a given task	Abdul understands what is required of him and shows appropriate actions.	Sylwana understands what is required of her and shows appropriate actions.
2.2 Use straightforward 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.
3.2 Provide a verbal account for a given task	Present tense statements are provided and Abdul asks a past simple question unprompted. However, he doesn't demonstrate confident use of the past simple in his response, e.g. <i>I like it, I live alone, I go like two years, I don't have family here my family back home. I come from Sudan. Yeah, it's a big country. In my country I liked markets, people, for example ... I like weather as well. In the future I do course mechanic. I need improve my English.</i>	Present tense statements are provided although some answers are not in complete sentences and Sylwana doesn't showcase her use of the past simple. <i>I'm from Poland. I'm 30. I got two brothers and one sister. Seven years ago. In this college, just few months.</i> Her answer to the assessor question was well developed, e.g. <i>I want to do course for bus driver ... I want to change for buses because the work hours are better for me.</i>
4.1 Make appropriate contributions to discussion	Questions are understood and relevant responses are provided. When asking questions, Abdul repeats himself (questions related to siblings and living in UK) but, despite this, he asks sufficient questions to contribute to the discussion.	Questions are understood and relevant responses are provided.
4.3 Obtain specific information from others	Abdul asks a range of questions, e.g. <i>Do you have any siblings? How long do you married? When did you marry? How many</i>	Sylwana asks a range of questions and asks a question in the past when she is prompted, e.g. <i>Do you like this area? Do you live alone or with someone? How long do you live here in UK?</i>

	<i>brothers and sisters you have? When did you come here? How long do you stay in UK? How long did you study English?</i>	<i>Do you have any family here? Big country? What did you like do in your country?</i>
Task 1 comments	Abdul achieves all the assessment criteria in Task 1.	Sylwana achieves all the assessment criteria in Task 1.

Task 2 – Unprepared talk

Assessment criteria	Abdul	Sylwana
1.1 Follow the gist of verbal communication	Abdul understands that his partner has talked about a trip to the mountains.	Sylwana understands that her partner has talked about both football and cooking.
1.2 Obtain necessary information from straightforward verbal communication for a given task	Abdul actually asks three questions, although the first two had already been mentioned in Sylwana's talk. Further specific information is elicited with the third question.	Further specific information is elicited about Abdul's talk.
2.1 Use pronunciation to convey intended meaning	Abdul's speech is mostly clear and understandable with some minor issues with clarity, and inaccurate pronunciation of the regular past simple. Stress and intonation are mostly appropriate.	Sylwana's speech is clear and understandable with appropriate stress and intonation.
2.2 Use straightforward language appropriate for context when speaking	Register is appropriate and interaction between learners is natural and relaxed.	Register is appropriate and interaction between learners is natural and relaxed.
3.1 Provide relevant information to others during straightforward verbal communication	Abdul gives clear details of what he did last week, using a range of lexis, e.g. <i>playing football, another team, match, cleaned my house, drank some coffee, enjoyed that time, I sleep...</i>	Sylwana provides clear details of her trip to Snowdon. A range of vocabulary is used to share her experience, e.g. <i>mountains, plan a journey, enjoy nice view, rest, we are talking, we are going home back, rivers, different towns</i> . Her use of adjectives and descriptive language needs to be developed but is sufficient to achieve the task.
3.2 Provide a verbal account for a given task	Some appropriate past tenses are used, e.g. <i>watched, went, ate, enjoyed, cooked, finished, drank</i> . There are occasional lapses but a good range is demonstrated.	Some appropriate past tenses are used, e.g. <i>went, was, walked, did, met</i> but this did lapse and lacks consistency. Sylwana used a range of time markers, e.g. <i>last month, few hours, after, before, every month</i> .

4.3 Obtain specific information from others	Abdul's questions are appropriate and effective, e.g. <i>When did you go to mountains? Did you enjoy it? How many people/friends did you go with?</i>	Sylwana asks appropriate questions, e.g. <i>Did you play football before you came here? What did you cook with your friends?</i>
Task 2 comments	Abdul achieves all the assessment criteria in Task 2.	Sylwana achieves all the assessment criteria in Task 2.

Task 3 – Describing photographs

	Abdul	Sylwana
1.3 Follow straightforward verbal instructions for a given task	Abdul's responses show that there is sufficient understanding to complete the task.	Sylwana's responses show that there is sufficient understanding to complete the task.
2.1 Use pronunciation to convey intended meaning	There is some lack of clarity at times, but stress and intonation assist comprehension.	Sylwana's speech is clear and understandable.
3.1 Provide relevant information to others during straightforward verbal communication	Abdul uses appropriate lexis but overuses <i>I see</i> and does not use <i>there is</i> or <i>there are</i> , e.g. <i>I see first picture, big buildings and I see some people...</i> Abdul uses adjectives, e.g. <i>first, second, big, two, one, quiet, crowded, white, black</i> . Use of comparatives is lacking, as is accurate use of the present continuous, but sufficient relevant information is provided.	Sylwana uses <i>there is</i> and <i>there are</i> , e.g. <i>I think there is a nurse with patient, maybe doctor</i> . She also uses adjectives and comparatives, e.g. <i>first, second, big building, very clean, white walls, two mens, red tomatoes in a wood box ... must be cleaner than the garden, better</i> . She also uses the present continuous accurately, e.g. <i>they are picking up tomatoes</i> .
4.2 Express views clearly during verbal communication	Abdul expresses his preferences, e.g. <i>I prefer that, I like first one, I like that one</i> . However, this is a borderline achievement for AC4.2: it is clear which is his preference, but it is limited by frequent incomplete utterances and a lack of expansion.	Sylwana expresses clear preferences and opinions, e.g. <i>I prefer to be a gardener because ...this work is better for my mind can ... I don't need to think about...</i>
Task 3 comments	Abdul achieves all the assessment criteria in Task 3.	Sylwana achieves all the assessment criteria in Task 3.

Task 4 – Listening and discussion

	Abdul	Sylwana
1.1 Follow the gist of verbal communication	Abdul gets the first gist question incorrect.	Sylwana gets both gist questions correct.
1.2 Obtain necessary information from straightforward communication for a given task	Abdul gets both detail questions correct.	Sylwana gets both detail questions correct.
4.1 Make appropriate contributions to the discussion	Abdul follows the discussion and makes appropriate comments to co-construct the interaction, e.g. <i>I go Birmingham centre, I buy from JD, before I live near ... now near to Birmingham</i>	Sylwana follows the discussion and makes appropriate comments to co-construct the interaction, e.g. <i>I usually go to Tesco because it is the nearest shop from my house. It's big shop and I have lot of items. Near is a big shopping centre ... there is lot of shops ... it's very big</i>
4.2 Express views clearly during verbal communication	Abdul expresses his views clearly, e.g. <i>I like to go shopping Aldi because it is near my house and cheap as well.</i>	Sylwana expresses her views clearly, e.g. <i>I'm buy clothes online because I can ... I can return.</i>
4.3 Obtain specific information from others	Abdul doesn't ask any questions in this section, but he demonstrates appropriate language throughout the assessment to meet this criterion.	Sylwana doesn't ask any questions in this section, but she demonstrates appropriate language throughout the assessment to meet this criterion.
Task 4 comments	Abdul achieves all the assessment criteria in Task 4, except for AC4.3, which he achieved previously.	Sylwana achieves all the assessment criteria in Task 4, except for AC4.3, which she achieved previously.

Overall comments

Abdul	Sylwana
Abdul meets all the assessment criteria and is successful.	Sylwana meets all the assessment criteria and is successful.