

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

## **Sample Set O**

## 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 and select information to report back to Assessor
- 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)

- What do you like about the place where you live now?
- What kind of hobbies do you enjoy most?
- Where do you like to spend your holidays?
- What do you like most about your workplace/college?
- 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 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
- Learners **A** and **B** discuss the topic of the presentation for 1 minute
- 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
- Learners **A** and **B** discuss the topic of the presentation for 1 minute
- The Assessor may ask questions after the learners' presentations

### Examples of topics

Learners 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 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....**

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

### **1. Asking about work experience (or working when on a course)**

You are at college.

**Learner A:** You are at college and you are talking to student services about work experience you would like to do. Ask questions about where the places are, the days you work and travelling. Give your opinion about **B**'s suggestions.

**Learner B:** You work for student services at the college. You have three possible places for the students to get work experience: a sports centre, a care home or an office. Answer questions and give advice.

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

### **2. Preparing for exams**

You are friends.

**Learner A:** You have got some reading and writing exams next month and you want to prepare well for them. Tell **B** about how you are feeling about the exams, what you are good at, and what you are worried about. Ask **B** for advice.

**Learner B:** Ask what **A** is worried about. Talk about your experience, make some suggestions about preparing for the exams and offer to help.

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

### **3. Phoning Customer Services**

This is a phone call.

**Learner A:** You bought a washing machine three weeks ago. The shop delivered it two weeks ago but it did not work properly. You asked for help and an engineer came to your house last week. The machine then worked for one wash but now it does not work. You want a new machine.

**Learner B:** You are a Customer Services assistant at an electrical shop. You find out **A**'s problems, apologise and make suggestions.

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.**

## 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)

**Adam:** I'm really not having any luck getting a job. I've applied to lots of different places and I don't even get a reply.

**Miriam:** Have you thought about being a volunteer? It'd give you some experience to build on, and you can put it in a CV.

**Adam:** But I don't want to work in a shop - that's boring!

**Miriam:** Who said anything about shop work? There are lots of things you can do. One of my friends did a course about the environment and he helps with the local nature reserve. Another friend spent time looking for financial help for a charity.

**Adam:** I never thought about things like that. Can I do that when I'm claiming benefits?

**Miriam:** Of course you can because you don't get paid and you can still go to job interviews. There are some rules to follow but you can talk about that at the Job Centre.

**Adam:** What about the cost of getting to places, though? Buses are quite expensive.

**Miriam:** You can sometimes get help with fares and that doesn't count in your benefits.

**Adam:** How do I find out about things I could do?

**Miriam:** Go on the internet. There's the National Volunteer Database. It tells you about local centres that are looking for volunteers.

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

1	Is the man looking for a job?	Yes
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**Learner B, please answer yes or no.** (Assessor asks gist question 2)

2	Does the woman suggest ways of finding paid work?	No
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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 Learner A (Assessor asks detail questions 1 and 2)

<b>1</b>	<b>What advice does the woman give?</b>
<b>2</b>	<b>Why doesn't volunteer work affect government payments?</b>

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

<b>3</b>	<b>What does the man think of shop work?</b>
<b>4</b>	<b>What does the woman say about travelling to a centre?</b>

**Please listen again.** (Assessor plays recording)

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

<b>1</b>	<b>What advice does the woman give?</b>	<b>Trying voluntary work</b>
<b>2</b>	<b>Why doesn't volunteer work affect government payments?</b>	<b>You're not paid as a volunteer / you can continue to go to interviews</b>

To Learner B (Assessor asks detail question 3 and 4, Learner answers)

<b>3</b>	<b>What does the man think of shop work?</b>	<b>It's boring</b>
<b>4</b>	<b>What does the woman say about travelling to a centre?</b>	<b>You can sometimes get help / it doesn't count in your benefit.</b>

**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.)

**Discuss the advice that you would give someone about trying to get a job and whether you have had any experience of voluntary work. Why do you think it can help you in job hunting?**

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

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