

# ESOL Skills for Life Speaking & Listening Award Examiner plan – Entry 2

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## Introduction

This examiner plan has been created to help ESOL teachers understand the structure of the ESOL Skills for Life Speaking and Listening examination more clearly so they can prepare candidates more effectively. When delivering Speaking and Listening examinations, our process is for Trinity College London Skills for Life examiners to prepare test plans using guidance documents and speaking prompts developed by the Technical Content team. This document simulates this process using a combination of publicly available materials and bespoke materials designed for this purpose.

When reading this document, please also refer to *the Trinity Awards and Certificates in ESOL Skills for Life – Entry 2 specifications* document for detailed information about test procedure, assessment, Speaking and Listening criteria amplification, and generic performance descriptors (pp8-14). Please also refer to the Appendices 1 and 2 of the same document for information about key language items and communicative functions and notions taken from the *Adult ESOL Core Curriculum* (pp24-26). Please refer to Appendix 3 to view the 'Entry 1 Exam Report Form' completed by Trinity College London Skills for Life examiners (p27).

## Introductory rubric for all levels

### Face-to-face version

Examiner: Hello, my name is X. What's your name?

Candidate: Hello, I'm Y.

Examiner: That's Y, Entry 2?

*(Repeat candidate's full name, ie first name and surname plus their exam level.)*

Candidate: Yes.

Examiner: Nice to meet you Y.

### Online version

Examiner: Hello, my name is X. What's your name?

Candidate: Hello, I'm Y.

Examiner: Can you hear me, Y? *(Only if you think there are any issues.)*

Candidate: Yes/No

*(If the answer is No, please ensure the issues are resolved before continuing the exam.)*

Examiner: That's Y, Entry 2?

*(Repeat candidate's full name, ie first name and surname plus their exam level.)*

Candidate: Yes.

Examiner: Nice to meet you Y.

# Component 1

## Task 1 – Candidate's photo (up to 3 minutes)

### Introductory rubric face-to-face

This part of your exam has three tasks. We are going to start with your picture or object.

Are you going to use a photograph or an object for this task?

Please tell me your picture number.

Is this your picture? OR Please show me your object.

Now, please tell me about the event.

### Introductory rubric online

This part of your exam has three tasks. We are going to start with your picture or object.

Are you going to use a photograph or an object for this task?

Please tell me your picture number.

*(Open the appropriate photo and then share your screen).*

Is this your picture? OR Please show me your object.

Now, please tell me about the event.

### Sample Photo



**Examiner notes**

- ▶ *If the candidate starts describing the picture, try to bring the focus back to the candidate's own experience by asking direct questions focusing on the theme of the picture using appropriate language for the level.*
- ▶ *Try to prevent recitation.*

**Sample questions**

- ▶ What happened?
- ▶ Where/when were you/was it?
- ▶ When did it happen?
- ▶ How did you...?
- ▶ Who did you...?
- ▶ What did you (have to) do first? And then/next?
- ▶ How long did it take/last?
- ▶ What did you do/buy/see/eat/drink/take?
- ▶ What could you do/see/play/learn there?
- ▶ Did you have to do/buy/take/wear anything special?
- ▶ What did you have to do/buy/take/wear?
- ▶ Could you describe the weather/food/people/place/presents/sea...
- ▶ What was/were the place/weather/people/food... like?
- ▶ What did you like most?
- ▶ What did you like better (the...) or (the...)?
- ▶ Was it/the weather/the food... better/hotter/nicer than (today/the last time?)
- ▶ Was... better than you thought/expected?

**Closing rubric**

Thank you.

# Component 1

## Task 2 – Examiner's photo (up to 2 minutes)

### Introductory rubric face-to-face

This is my picture.

Ask me some questions.

### Introductory rubric online

*(Open your selected photograph and check you are sharing your screen with the candidate).*

This is my photo/photograph.

Ask me some questions.

### Sample Photo



### Examiner notes

- ▶ *Introduce the situation briefly and clearly using 'going to' or present continuous.*
- ▶ *You may need to prompt the candidate more than once during this stage.*

### Sample prompt

This is a picture of a park. I'm going to visit a park next weekend.

**Sample information**

- ▶ This park is near my house and I'm going there next Saturday. It's in (town/city).
- ▶ I'm going with my family. My son loves visiting the park.
- ▶ We don't have to drive because it isn't very far from home.
- ▶ We're going to walk - it's about 20 minutes from home - but we have to take comfortable shoes.
- ▶ We're going to walk in the park, visit the river and we're going to take a football.
- ▶ We're meeting some friends in the park - my son's friend and his parents.
- ▶ I hope the weather is going to be nice... We're taking a picnic.
- ▶ We're going to take some sandwiches, crisps, fruit and drinks. My son's friend is bringing some food, too. He's going to bring a chocolate cake.
- ▶ We have to take something to sit on. We're going to take a blanket to sit on.
- ▶ We're just going for the day.
- ▶ We're going to leave at about 10 o'clock and we're meeting my son's friend at 10.30.

**Closing rubric face-to-face**

Thank you.

**Closing rubric online**

Thank you.

*(Stop sharing your screen).*



# Component 1

## Task 3 – Role play (up to 3 minutes)

### Introductory rubric

Now we are going to do the role play.

### Examiner notes

- ▶ *You and the candidate exchange information in a setting connected with education, training, work or social roles.*
- ▶ *The candidate may need support at this level.*
- ▶ *You may need to incorporate natural pauses to allow the candidate to take their turn.*

### Sample role play

You are at the library. You want a new library card. I work in the library.

### Sample prompts

- ▶ Hello, how can I help?
- ▶ Yes, I can help you with that. Is the library card for you?
- ▶ I need some information from you...
- ▶ Could I have your name, address and phone number, please?
- ▶ Have you got some ID with you - a student card, or driving licence?
- ▶ Which is easier for you - a library card, or an app for your phone? Both are free.
- ▶ There are lots of services available for you at the library...
- ▶ You can read books and magazines here and you can borrow books, CDs and DVDs.
- ▶ Are you going to use the library in your free time or for college work?
- ▶ You can use a desk and study here.
- ▶ There are some computers, and you can use the internet here, but not all day...
- ▶ You can only use a computer/the internet for 3 hours a day.
- ▶ You can borrow 6 books for 2 weeks. But you could borrow more children's books.
- ▶ You could borrow 8 children's books.
- ▶ When are you planning to use the library?
- ▶ We're open Monday to Saturday, but we're closed on Sundays. It is busier in the mornings than the afternoons.
- ▶ Is there anything else you'd like to know about the library?
- ▶ Here is your card/information about the app.

**Closing rubric face-to-face**

That is the end of this part. Please wait outside until the discussion in about 9 minutes  
(Candidate A) / 1 minute (Candidate B).

**Closing rubric online**

That is the end of this part. Please wait online until the discussion in about 9 minutes  
(Candidate A) / 1 minute (Candidate B).

## Component 2

### Task 4 – Group discussion (up to 5 minutes)

#### Introductory rubric face-to-face

Hello again X (Candidate A). This is Y (Candidate B). Please say hello.

*(Allow time for candidates to say hello).*

Please talk to each other about... *(insert the topic).*

#### Introductory rubric online

*(Admit both candidates back in the Zoom exam room).*

Hello again X (Candidate A). This is Y (Candidate B). Please say hello.

*(Allow time for candidates to say hello).*

Please talk to each other about... *(insert the topic).*

#### Examiner notes

- ▶ *It's your responsibility to guide the conversation appropriately so that both candidates have the opportunity to contribute to the discussion and express their views and meet all assessment criteria.*
- ▶ *You may provide additional topics if necessary but avoid sudden changes in subject.*

#### Sample topic

Your plans for the future

#### Sample prompts

Prompts to support candidates with the topic at the start:

- ▶ What are your plans for work and study in the future?
- ▶ What plans have you got for holidays in the future?

Prompts to support candidates to make appropriate contributions:

- ▶ X, could you tell Y about one of your plans for the future?
- ▶ X, do you agree with Y?
- ▶ X, could you find out about Y's plans now?

Prompts to support candidates to express views:

- ▶ Talk to each other about your plans for work/holidays/study.
- ▶ What do you like about? / How do you feel about...? / What do you want to do? / Where do you want to visit/study?
- ▶ What do you think, X?
- ▶ Tell each other why you want to...

Prompts to support candidates to ask questions:

- ▶ X, could you ask Y a question (about...)?
- ▶ Can you find out what (job/subject) Y wants to do/study?

Prompts to change topic if candidates exhaust the topic well before the time has elapsed:

- ▶ Now, talk to each other about (eg interesting jobs).

### **Closing rubric**

Thank you. That's the end of the discussion. It was nice to meet you. Goodbye.