

# ESOL Skills for Life Speaking & Listening Award Examiner plan – Entry 3

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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 3 specifications* document for detailed information about test procedure, assessment, Speaking and Listening criteria amplification, and generic performance descriptors (pp8-15). 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* (pp26-28). Please refer to Appendix 3 to view the 'Entry 3 Exam Report Form' completed by Trinity College London Skills for Life examiners (p29).

## 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 3?

*(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 3?

*(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. In the first task, we are going to talk about an experience.

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

Which picture have you chosen?

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

Now, please tell me about... *(your experience/insert the theme/that)*.

### Introductory rubric online

This part of your exam has three tasks. In the first task, we are going to talk about an experience.

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

Which picture have you chosen?

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

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

Now, please tell me about... *(your experience/insert the theme/that)*.

### 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.*
- ▶ *Prompt candidates to talk about the past using a range of structures eg used to, past continuous, present perfect and sequence markers.*

**Sample questions**

- ▶ What happened (first/then/next/after that/at the end)?
- ▶ What did you do/see?
- ▶ What were you celebrating/doing? / Who were you celebrating/travelling with?
- ▶ How long were you... travelling/staying/celebrating/dancing for?
- ▶ Were you... -ing or ...-ing?
- ▶ Was this the first time you've...? / Have you (ever)... before?
- ▶ Did you use to...in your country? / What did you use to do in your country?
- ▶ How did you use to... in your country?
- ▶ How was X/this experience different to...?
- ▶ What did you like about...?
- ▶ What was the best/happiest/most interesting thing (you did)?
- ▶ How did you feel?
- ▶ Do you think you'll... again?
- ▶ What do you think you will do next time?
- ▶ When will you... again/next?

**Closing rubric**

Thank you.

# Component 1

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

### Introductory rubric

Now, I am going to tell you about a choice I have to make. While I am speaking, you need to listen, comment and ask questions to show that you understand.

### Examiner notes

- ▶ *Be concise, but not curt.*
- ▶ *Provide no more than necessary to move the interaction forward.*
- ▶ *Be realistic, not fanciful or far-fetched.*
- ▶ *Allow the candidate to produce the relevant language exponents.*
- ▶ *Avoid producing too much language in each turn to avoid leaving the candidate with nothing else to say or ask.*
- ▶ *Avoid giving just one-word answers or stopping sharply.*
- ▶ *Incorporate natural pauses to give candidates the opportunity to interject.*
- ▶ *Bring the task to a close.*

### Sample prompt

I have to make a choice. I want to start a new hobby, but I don't know whether to learn a musical instrument or learn a new language.

### Sample information

- ▶ Ask me about my choices.
- ▶ What do you think? Have you ever learnt to play an instrument? What did you like about it? Why?
- ▶ I've always enjoyed listening to the guitar/piano. I think playing the guitar/piano will help me relax because I have a very stressful job. What do you think?
- ▶ I've learnt X language before, but now I'd like to try Y. Do you think (that/ Y) is a good idea?
- ▶ I've moved to a new town recently and I'd like to make new friends. I'm not sure which hobby is better for that. What do you think?
- ▶ The problem is, I'm a bit worried about the cost of (the instrument/the classes) because I think it/they will be very expensive. Do you think that will be a problem?

### Closing rubric

Thank you.

# Component 1

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

### Introductory rubric

Now we are going to do the role play.

### Examiner notes

- ▶ *You are not responsible for maintaining the conversation, but you may offer support if necessary.*

### Sample role play task

You are in a department store. You want to buy a wedding present for a friend but aren't sure what to buy. I am the shop assistant.

### Sample prompts

- ▶ Hello, how can I help?
- ▶ What ideas have you had about the present?
- ▶ What present were you thinking of?
- ▶ What do you think your friend will like?
- ▶ On this floor, we have different things for the home... .
- ▶ We have things for the kitchen and living room.
- ▶ Have you thought about pictures/lamps/glasses/cups/towels?
- ▶ We have a lot of different... Which do you think is best?
- ▶ X is not very expensive... It's £...
- ▶ I'm sorry but we don't have any more (of that colour) in stock... What would you like to do?
- ▶ I could order you X (in a different colour), if you like. Delivery will be fast.
- ▶ Is there anything else I can help you with?

### Closing rubric face-to-face

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

### Closing rubric online

Thank you. That's 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 6 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).*

Now you are going to have a discussion. During the discussion, you need to exchange information, give your opinions and make plans together. I shall stop you after about 6 minutes.

#### 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).*

Now you are going to have a discussion. During the discussion, you need to exchange information, give your opinions and make plans together. I shall stop you after about 6 minutes.

#### Examiner notes

- ▶ *You shouldn't maintain the discussion at this level, but it is your responsibility to guide the conversation appropriately to ensure that both candidates have the opportunity to contribute constructively, express views and plan action together to meet assessment criteria.*

#### Sample group discussion task

You have a new classmate who has just arrived in the UK. You want to organise a day out to help them get to know the area. Talk about the places you can go and plan the day together.

#### Sample prompts

Prompts to support candidates to contribute:

- ▶ Find out from each other about the places you can go.
- ▶ Y, could you find out what places X thinks you can go to?
- ▶ X, could you ask Y for some ideas?
- ▶ What do you think?
- ▶ Do you agree with X's ideas?

Prompts to support candidates to plan action:

- ▶ Can you make some plans about the day?
- ▶ Can you decide what you are going to do?
- ▶ Can you decide when and where you will meet?
- ▶ What about... (transport)?
- ▶ X, what will you do to help?

### **Closing rubric face-to-face**

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

### **Closing rubric online**

Thank you. That's the end of the discussion. It was nice to meet you. I'm going to end the call now. Goodbye.