

ESOL Skills for Life Speaking & Listening Award Examiner plan – Level 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 – Level 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* (pp26-27). Please refer to Appendix 3 to view the 'Level 2 Presentation Notes Form' (p28). Please refer to Appendix 4 to view the 'Level 2 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, Level 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, Level 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 presentation (up to 6 minutes)

Introductory rubric face-to-face

This part of your exam has three tasks. We're going to start with the presentation, and then we'll have a discussion about what you have said. I'll be making notes during your presentation.

Have you got any notes?

Please leave your notes on the table/desk so I can see them.

Start when you are ready please.

Introductory rubric online

This part of your exam has three tasks. We're going to start with the presentation, and then we'll have a discussion about what you have said. I'll be making notes during your presentation.

Have you got any notes?

Please copy and paste your notes into the chat and type into the chat window.

Start when you are ready please.

Examiner notes

- ▶ *For this part of the task, you should listen and give non-verbal signs of encouragement.*

Closing rubric

Thank you very much. I'm afraid I have to stop you there.

Component 1

Task 2 – Examiner and candidate's discussion (up to 4 minutes)

Introductory rubric

Now I'd like to discuss some of the points you raised.

Examiner notes

- Do not question the accuracy of facts given in the presentation or talk.
- Try to take a different point of view from the one the candidate expressed in their presentation.

Sample prompts

- You talked about... and you said that... Why is that, do you think?
- So, you're saying that... Have I understood that right? / Is that what you meant?
- I wonder if you could explain the most significant benefit/drawback (of...).
- I wonder if you could explain why you think that (...).
- I'm not entirely convinced that... Can you give me an(other) example of...?
- I suppose...
- Do you think/believe/agree with the idea that...?
- How do you feel about...?
- I'm not sure I agree with...because...
- The media/government would argue that...
- I've heard (people say) that... / I worry about... / I (don't) like the idea of...
- What role do you think government/citizens/education plays in...?
- Do you think in 10 years' time... will have...?
- Do you think we will have managed to...before/by...?
- What would have happened if... had/hadn't...(happened)?
- What would... have done if....?
- If you hadn't...., what would you have done (instead)?

Closing rubric

Thank you.

Component 1

Task 3 – Role play (up to 4 minutes)

Introductory rubric face-to-face

Now we are going to do the role play.

Examiner notes

- ▶ *Move the interaction forward with the candidate.*
- ▶ *Be realistic.*
- ▶ *Allow the candidate to produce the relevant language exponents.*
- ▶ *You should offer a criticism.*
- ▶ *Avoid producing too much language in each turn so that the candidate can still contribute to the discussion.*
- ▶ *Try to agree on a resolution by the end of the task.*

Sample role play task

I am your landlord. I promised to repair your broken washing machine several weeks ago but have done nothing yet. You are not happy about this.

Sample prompts

- ▶ Hello, what's the matter?
- ▶ I know, I'm really sorry about that. It's been a nightmare to try and sort this out.
- ▶ I'm sorry you feel like that, but it's a new washing machine, and it's still in guarantee.
- ▶ I've been waiting for an engineer to come out and look at it, but no one has phoned me back.
- ▶ Anyway, I did ask you to go to the appliances shop on the high street where I bought it from to see if they could help. What did they say?
- ▶ I know I should have contacted you to let you know I was having problems with the repair.
- ▶ Ok, we need to sort this out. What would you like me to do?
- ▶ Perhaps I could pay you for the cost of taking all your washing to the launderette...
- ▶ If I haven't been given a repair date by the end of the week, maybe I could organise a replacement?
- ▶ How does that sound?
- ▶ How else could we resolve this?
- ▶ Yes, ok, that would be ok for me.
- ▶ Would you be happy with that?

- ▶ I'll be in touch with you in the next few days.
- ▶ Is there anything else you need?

Closing rubric face-to-face

Thank you. That's the end of this part. Please wait outside until the discussion in about 15 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 15 minutes (Candidate A) / 1 minute (Candidate B).

Component 2

Task 4 – Group discussion (up to 8 minutes)

Introductory rubric

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 and views, move the discussion forward and propose solutions. I shall stop you after about 8 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 and views, move the discussion forward and propose solutions. I shall stop you after about 8 minutes.

Examiner notes

- ▶ *At this level you are not expected to intervene, but you act as a facilitator to guide the conversation along appropriately and provide additional topics if necessary.*
- ▶ *It is your responsibility to ensure that both candidates are given the opportunity to meet the assessment criteria.*

Sample group discussion task

Some people believe that computer games are very harmful to children. Discuss the advantages and disadvantages of young people playing computer games and suggest solutions to any problems you see.

Sample prompts

Prompts to support candidates to contribute to the discussion and express views:

- ▶ X, do you have any other ideas?
- ▶ Y, you said that... Why is that? / Could you give an example to support that idea?
- ▶ Are you both agreed on...?

Prompts to support candidates to respond to others to move discussion forward:

- ▶ Could you summarise your ideas / the problems / the solutions?
- ▶ Remember, you need to discuss some solutions to the problems.
- ▶ Could you start to think about some of the solutions now?

Prompts to support candidates to respond to others to move discussion forward:

- ▶ X said that... Y, could you ask him/her about that?
- ▶ Could you see if X has any other ideas/suggestions/problems/solutions?

Closing rubric

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