

ESOL Skills for Life Speaking & Listening Award Examiner plan – Level 1

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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 1 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* (pp25-27). Please refer to Appendix 3 to view the 'Level 1 Exam Report Form' completed by Trinity College London Skills for Life examiners (p28).

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 1?

(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 1?

(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 description of a process (up to 4 minutes)

Introductory rubric face-to-face

This part of your exam has three tasks. You’re going to tell me how to do something. Have you chosen a picture or are you going to use an object?

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

Now please tell me the process you have prepared.

Introductory rubric online

This part of your exam has three tasks. You’re going to tell me how to do something. Have you chosen a picture or are you going to use an object?

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

(If the candidate has chosen a picture, open the appropriate photo and then share your screen).

Now please tell me the process you have prepared.

Sample Photo



Examiner notes

- ▶ *If the candidate starts describing the picture/object, try to bring back the focus to their own experience by asking direct questions focusing on the process the picture/object illustrates using appropriate language for the level.*
- ▶ *Allow the candidate to speak in extended turns.*
- ▶ *Listen actively and ask questions or make comments to allow all the assessment criteria to be met.*

Sample questions

- ▶ Is that the first thing (that's done)? And after that?
- ▶ What do you do next/last?
- ▶ How's that made/done/cooked?
- ▶ Why is it made/done/cooked like that?
- ▶ What's the purpose of...? Could... be used instead? / What can be used instead?
- ▶ What would you do if... / What would happen if...
- ▶ If... happened, what would you need to do?
- ▶ What could/might make... faster/bigger/healthier/better/more interesting?
- ▶ What part of the process might people find difficult/easy/interesting to do?
- ▶ That's the easy/difficult/interesting/fun/important part, is it?
- ▶ Have you been... -ing this/that for a long time? / How long have you been... -ing?
- ▶ What happens after you've been cooking/stirring/mixing/doing that for... minutes?
- ▶ Have you ever taught anyone to do this/served this to friends? What did they say about it?

Closing rubric

Thank you.

Component 1

Task 2 – Examiner past experience (up to 3 minutes)

Introductory rubric

Now I'm going to tell you about something that happened to me in the past. 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 prompts

- ▶ When I went to Yorkshire a few months ago, it was the first time I had gone on a long journey with my son. (Pause for question/comment)
- ▶ We were going to visit my aunt who lived in Yorkshire. We hadn't seen her for over two years, so we were all excited, but we had to get up early. (Pause for question/comment)
- ▶ We were in a hurry and quickly put everything in the car. I found her postcode because it was programmed in my car's Sat-Nav. I pressed 'start' and we left home. (Pause for question/comment)
- ▶ My aunt lives a long way from us, so we were travelling on the motorway for quite a long time, but I followed all the directions that the Sat-Nav said. (Pause for question/comment)
- ▶ After a while, the Sat-Nav told us to leave the motorway (pause for question/comment) and when we got to the town, I remembered some of the streets from the last time we had visited. (Pause for question/comment)
- ▶ A few minutes later, we arrived. We got out of the car and rang her doorbell.
- ▶ But then something unexpected happened. (Pause for question/comment)
- ▶ A lady came to the door, but it wasn't my aunt. She told us that my aunt had moved! She didn't live there anymore! (Pause for question/comment)

- ▶ We soon realised what had happened. We left in such a hurry that I had selected the postcode for my aunt's old address, and I hadn't put in her new one. She lived in the same town, but on a different street. (Pause for question/comment)
- ▶ We rang her mobile and told her what had happened, and she gave us the correct address, and we arrived a few minutes later. (Pause for question/comment)
- ▶ I felt very embarrassed, but it's taught me a lesson. (Pause for question/comment) Always check the postcode on the Sat-Nav.

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. This is the situation...

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 role play task

I am your friend. My family is moving home next week. I need your help with this.

Sample prompts

- ▶ Hi X. Thanks for agreeing to help us move house next week.
- ▶ We're moving on Saturday, but there's so much to do before then. I don't know where to start.
- ▶ What could you do to help?
- ▶ If I did some packing, what would you be able to help with?
- ▶ That would be a great help. Could you do that/get that done by Friday evening?
- ▶ And of course, we'd need to get a van... Is that something you could help me with?
- ▶ Yes, I think that would be ok / that would work well.
- ▶ Where would you look for boxes? I'd like to get them for free.
- ▶ Do you think I would find enough boxes if I went to the supermarket?
- ▶ Oh, ok, I see. Where/what would you suggest (I do) instead?
- ▶ Could you look into that/check that for me?
- ▶ When could you get back to me about (that/the boxes/the van)?
- ▶ Well, thanks very much X, that's a good start. I feel a lot better about it now.

- ▶ When could I call you again to finish planning the move?
- ▶ That's great. Let's talk then.

Closing rubric face-to-face

Thank you. That's the end of this part. Please wait outside until the discussion in about 11 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 11 minutes (Candidate A) / 1 minute (Candidate B).

Component 2

Task 4 – Group discussion (up to 7 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, express your views and come to an agreement. I shall stop you after about 7 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, express your views and come to an agreement. I shall stop you after about 7 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 all the candidates are given the opportunity to meet the assessment criteria.*

Sample group discussion task

You both have a lot of homework to do. Talk about the best ways to balance your studies and home life. Agree on what you will need to do to achieve this.

Sample prompts

- ▶ Prompts to support candidates to contribute and express views:
- ▶ X, do you have any other ideas (about balancing study and home life)?
- ▶ X, can you ask Y if s/he has any other ways to balance study and home life?
- ▶ Could you ask X/Y about that idea?
- ▶ Y, do you agree with X's idea?
- ▶ Could you explain why you think that would/wouldn't be a good way?
- ▶ Could you come to some kind of agreement now?
- ▶ Could you agree on what you need to do to balance home life and studies?

Closing rubric

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