



Learning Resource Network

LRN Entry Level Certificate in ESOL International (Entry 2) (Communication - Speaking and Listening)

Sample paper

(14 minutes)

Notes to Examiner

The following assessment is a **strict rubric** that cannot be changed. Sentences or vocabulary items **must not** be reformulated while attempting to communicate activities and concepts to candidates. Structures and vocabulary used have been carefully written **at the pitch of ¹Entry 2** and correlated to The Common European Framework (CEFR) at Entry 2.

Examiners are advised to accompany commands and assist understanding of responses by using a variety of non verbal communication prompts such as pointing to images, nodding, smiling, pausing / allowing enough time for candidates to produce sufficient responses.

Candidates who are above the level of Entry 2 will respond beyond the guidelines written in the mark sheet and assessment criteria. Candidates who are below the level of Entry 2 will be supported by extra prompts in the rubric.

Examiners must stay within the rubric and facilitate candidates who may be performing below the level expected through using the support prompts in the rubric. For those candidates above or at the required level, support prompts must only be used when required.

Candidates who are below the level of Entry 2 may request clarification from the examiner in order to understand the activities required of them. Examiners must assess ability in line with the Mark sheet and assessment criteria.

¹ Entry 2 = A2 CEFR

Paper format

Section	Task & Functions	Contact	Time
Section 1	<p>Introduction based on familiar topics. The examiner asks candidates simple questions about themselves.</p> <p>This section covers areas such as:</p> <ul style="list-style-type: none"> • understanding and responding to closed and open questions relating to familiar topics. • giving simple views and expressing likes, dislikes and pastimes. • giving descriptions of people, things and familiar surroundings. <p>Topic areas include:</p> <ul style="list-style-type: none"> • Family & family life • Weather • Food • Home & neighbourhood • Likes & dislikes • Everyday routines • Jobs & work • Shopping • The weather • Ways of travelling • Transport / ways of getting around 	Examiner - candidate	3 mins
Section 2	<p>Candidates must talk alone for a brief period and ask questions to their paired candidate. Candidates must give descriptions and make comparisons, supported by pictures in the candidate booklet and examiner prompts.</p> <p>This section includes:</p> <ul style="list-style-type: none"> • understanding questions and instructions that are given carefully. • asking questions and giving information in relation to the task set. • showing understanding of colours, numerical information & quantities. • offering a straightforward description or presentation and comparisons on familiar subjects in relation to the task set. • stating preferences. <p>Topic areas are such as:</p> <ul style="list-style-type: none"> • Hobbies • Education • Leisure activities • Sport • Shopping • Work • Holidays • Transport • Travel 	Candidate – examiner & candidate Examiner - candidates	5 mins

<p>Section 3</p>	<p>Functional Transaction/Collaborative task & short exchange of ideas.</p> <p>Candidates are expected to perform a role play / collaborative task and partake in a short, simple exchange of ideas. The main purpose of this section is to assess candidates' ability to perform successfully in a goal oriented / functional transaction.</p> <p>This section includes:</p> <ul style="list-style-type: none"> • catching the main point, extracting key information in order to respond and understanding enough from short, clear and simple exchanges. • understanding simple directions and instructions in relation to the task set. • initiating greetings and taking leave. • offering thanks. • agreeing and disagreeing. • making and responding to invitations. • obtaining and giving basic information. • giving and receiving basic information about quantities, dimensions and numerical information, numbers and prices. • making simple purchases. • making offers, discussing where to go and making arrangements. • expressing obligation. • making basic decisions together / performing basic negotiations. • obtaining simple information about travel and using public transport. • make a decision, perform in a simple negotiation. • making simple transactions when using public services. • ordering a snack or meal. • saying how he/she feels in simple terms. <p>Familiar situations are such as:</p> <ul style="list-style-type: none"> • shopping, restaurants / cafes • travel & transport • holidays • work & jobs • leisure activities • going to the bank / post office • hobbies & pastimes • ordering food in a café / restaurant • shopping for food and clothes • socialising at a party 	<p>Candidate – candidate Examiner - candidates</p>	<p>6 mins</p>
	<p>All sections will cover a range of grammatical structures and functions expected at Entry level 2 (in relation to the task set) such as:</p>		

	<ul style="list-style-type: none"> • describing habits and routines, past experiences, people and places • making suggestions • expressing obligation • making requests • using adjectives, comparatives and superlatives • using adverbial phrases of time • place and frequency • articles with countable and uncountable nouns • the use of much and many • future time – will and going to • gerunds • imperatives • modal verbs – can, could, should, have to • tenses ranging from past continuous, present continuous for future time reference, the basic use of present perfect • possessives – the use of ‘s and s’ • open and closed questions in the past, present and basic future • verb patterns - +ing, infinitives, zero and first conditional <p>Candidates are expected to be able to evidence understanding through partaking in an exchange, contribute with simple, full responses, and clarify when necessary.</p>		
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More information regarding language functions and topics covered can be found in the LRN International ESOL Speaking & Listening mark scheme and specification document.

Section 1 – Introduction and warm up

( 3 min)

Examiner:

- Good morning / afternoon. My name is Today we will talk together for about 14 minutes.

Alternate questions (in twos) between candidates. Begin with Candidate A.

- What's your name?
- And where are you from?

Repeat same questions for candidate B

Select any two questions as appropriate from one topic for each candidate. Use different topics for each. Use the support prompts where necessary).

Topic	Question	Support prompts
Family	<ol style="list-style-type: none"> 1. Do you come from a big or small family? 2. How many brothers and sisters do you have? 3. Can you describe a relative for me? 4. What does your (relative) mother / father / brother / sister like to do in his / her spare time? 	<ol style="list-style-type: none"> 1. (in case of 'No') – what about cousins? How many cousins do you have?
Weather	<ol style="list-style-type: none"> 1. What's the weather like in your country? 2. When is summer / winter in your country? 3. What do you think of the weather here in (country)? 4. Do you like the weather here/in your country? Why? / Why not? 	<ol style="list-style-type: none"> 1. Do you have hot or cold weather in your country?
Home and neighbourhood	<ol style="list-style-type: none"> 1. What do you think of (town) / (district)? Why do you say that? 2. What's the best thing about (town) / (district)? 3. Can you tell me about a favourite shop in your neighbourhood / town / district? 4. How often do you go shopping? 	<ol style="list-style-type: none"> 1. Do you like (town)? Why / why not? 2. What do you like about (town) / (district)?
Likes / dislikes	<ol style="list-style-type: none"> 1. Do like reading? 2. What kind of things do you read? 3. Do you like watching films? Which ones? 4. What type / kind of films do you usually watch? 	<ol style="list-style-type: none"> 2. (newspapers / magazines / books) 3. action, romantic, horror 4. action, romantic, horror
Jobs / work	<ol style="list-style-type: none"> 1. What do you do? 2. Do you enjoy doing your job/studying? Why/Why not? 3. Is there a job you would like to do(in the future)? Tell me about it. 4. What jobs do you think are difficult / easy? 	<ol style="list-style-type: none"> 1. Do you work or do you study? What's your job / what are you studying?
Everyday routines	<ol style="list-style-type: none"> 1. Do you prefer to get up early or late? 2. What do you usually do when you get 	<ol style="list-style-type: none"> 1. What time do you prefer to get up - early in the morning or later?

	<p>up?</p> <p>3. Do you prefer mornings or evenings / the night time?</p> <p>4. What do you usually have for lunch / dinner?</p>	<p>3. Which do you like more – mornings or evenings / night time?</p>
Ways of travelling	<p>1. How do you get (travel) to work / college?</p> <p>2. What's your favourite kind/type of transport?</p> <p>3. How do you usually get / travel around the city / town?</p> <p>4. Which type of transport do you like most? Car or bus? Why?</p>	<p>1. By bus or do you walk?</p> <p>3. By bus / by car or do you walk?</p>

Section 2 – Describing pictures & using comparisons (5 min)

Examiner:

- I'm going to give both of you some pictures. I'd like you to **talk about them** and **say how they are different**.

Candidate A (1 minute)

- Here is your picture. *Give picture to candidate A.* It shows **people learning**.
- *Candidate A name*, please **tell us about your picture**. Tell us what you can see.
- *Candidate B name*, please listen to *candidate A name* and **ask 2 questions at the end**.

Pause

- I'll say that again. *Repeat task.*

Pause

- *Candidate A name*, are you ready?

Support prompts

Talk about what the children are wearing. (school uniform)
Tell us about where the children are / Where are the children?
What about the things in the classroom? (blackboard, desks)

- Thank you. *Turn to Candidate B*, now I'd like you to **ask name candidate A two questions** about his / her picture. *Invite different questions if candidate B covers same areas – For eg. "What about the teacher?"*
- Thank you, *to candidate B.*

Candidate B (1 minute)

- *Candidate B name*, here is your picture. *Give picture to candidate B.* It shows people learning too.
- Please **tell us about your picture**. Tell us what you can see.
- *Candidate A name*, **please listen to candidate B name** and **ask 2 questions at the end**.

Pause

- I'll say that again. *Repeat task.*

Pause

- *Candidate B name*, are you ready?

Support prompts

Tell us about what this man (teacher) is doing (*point if necessary*).
What about where the students are / Where are they?
Talk about how they are learning (via computer, internet).

- Thank you. *Turn to candidate A*, now I'd like you to **ask name candidate B two questions** about his / her picture. *Invite questions if candidate A covers same areas – For eg. "What about the woman on the right....?"*
- Thank you, *to candidate A*.

Both candidates (1 minute)

Now I'd like you to **talk together** about **how the two pictures are different**.

Place candidate booklet in between both candidates. Gesture for candidates talk to each other.

Talk about **how they are different**.

Support prompts – use where necessary

How are they learning in both pictures?

Which one do you think is good for children/adults?

Both candidates

Do you prefer learning in a classroom or learning through a computer? Why?

Section 3 – Functional Transaction/Collaborative task (6 min)

Examiner: Address both candidates.

- You are now going to talk together for about 3 minutes. You're going to **choose a present for a friend.**
- **Your friend had a baby last month. You want to visit his / her house and take a present with you.**
- Talk to each other about:
 - (i) **A present to buy.**
 - (ii) **A good time to visit.**
 - (iii) **How much money you want to spend on the present.**
- Here are some pictures to help you.

Place candidate booklet in between both candidates. Point to the candidate booklet where necessary.

Your friend had a baby last month and you want to visit his / her house and take a present with you.

- Decide on:
 - (i) **A good present to take.**
 - (ii) **A good time to visit.**
 - (iii) **How much money you want to spend on the present.**
- Think about what you want to say.

Pause

- Are you ready? Please start
- Thank you.

Support Prompts - address both candidates, or less forthcoming candidate, where necessary.

When is good to visit? The day or evening?

Do you want to buy a present for your friend or the baby?

What about cost? How much money do you want to spend?

Exchange of ideas (2 minutes)

Examiner - address less forthcoming candidate first, if necessary.

1. *Candidate name*, what is a good thing to buy for a baby?
2. *Paired candidate name*, when did you (last) buy a present for someone?
3. What about you? *to paired candidate*
4. What about receiving/getting a present? Can you tell me about a good or bad present you had/got.

Back-up prompts/question to opposite candidate (as appropriate):

- *Do you agree?*
- *What about you?*
- *What do you think?*

Thank you. This is the end of the exam.