



**Learning
Resource Network**

**LRN Entry Level Certificate in ESOL
International (Entry 3) (Communication -
Speaking and Listening)**

Sample Paper

(16 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** ¹**Entry 3** and correlated to The Common European Framework (CEFR) at Entry 3.

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.

For those candidates who are above the level of Entry 3 will respond beyond the guidelines written in the mark sheet and assessment criteria. Candidates who are below the level of Entry 3 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 3 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 3 = CEFR Level B1

Paper format

<p>Section 1</p> <p>3 minutes</p>	<p>The main purpose of this section is to assess the candidate's ability to listen and show understanding through responding to requests for personal information and to give appropriate answers to open and closed questions.</p> <p>The main purpose of this section is to assess ability to listen and show understanding through responding to requests for personal information and to give appropriate answers to open and closed questions.</p> <p>Candidates are expected to be able to:</p> <ul style="list-style-type: none">• recognise, use and discriminate between open and closed, direct and indirect questions.• understand and use a range of vocabulary in relation to the topic areas.• use full answers. <p>Familiar topics are such as:</p> <ul style="list-style-type: none">• Family & family life• Hobbies and pastimes• The weather• Leisure activities• Home & neighbourhood• News, lifestyle and current affairs• Everyday routines• Jobs & work• Ways of travelling• Education• Media• Travel <p>Candidates are expected to be able to understand clearly articulated speech delivered in a generally familiar accent and respond to questions related to familiar, everyday topics while demonstrating a range of control of vocabulary and grammatical structures expected at Entry 3.</p>
<p>Section 2</p> <p>6 minutes</p>	<p>The main purpose of this section is to assess the candidate's ability to express and support opinions and views and give opinions supported by examiner prompts where necessary. Candidates are expected to partake in exchanges between both the examiner and the paired candidate, and complete the extended turn.</p> <p>Candidates are expected to be able to:</p> <ul style="list-style-type: none">• identify unfamiliar words from the context and infer meaning of sentences provided the topic is familiar.• generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.• convey meaning comprehensibly including opinion personal feelings and views.• offer straightforward descriptions and comparisons on a variety of familiar subjects in relation to the task set.• give and obtain information in relation to the task set.• narrate a straightforward story, description or occurrence (real or imagined) as a linear sequence of points with reasonable fluency.• give a detailed account of experiences, description of feelings and reactions with

	<p>reasonable fluency.</p> <ul style="list-style-type: none"> • summarise and offer opinion regarding the plot of a book or film. • describe dreams, hopes and ambitions. • use clarification techniques appropriate to the level. • use grammar expected at level Entry 3 (in relation to the task set) – present simple, present continuous, past tenses – past simple, used to (if appropriate), present perfect, present perfect continuous, past perfect, will going to, future continuous, zero, first, second and basic use of 3rd conditional, extended phrasal verbs, reported speech, informal discourse markers, gerunds and infinitives, modal verbs, comparatives and superlatives, the simple passive, wh- questions in the past. <p>Familiar topics / tasks set are such as:</p> <ul style="list-style-type: none"> • Detailing the plot of a film or book • Talking about dreams, hopes and ambitions • Offering a detailed account of a personal experience, ie. a holiday, a place recently visited, first day at school / college / work, a time when he / she was ill • Describing a familiar place • Talking about likes and dislikes, offering justification, ie. a favourite / non favourite sport, hobbies and pastimes <p>Candidates are expected to be able to offer full answers and clarify when necessary.</p>
<p>Section 3 7 minutes</p>	<p>The main purpose of this section is to assess the candidate's ability to complete a goal oriented functional transaction. Tasks set pertain to a requirement, specification or information that needs to be understood in order to complete the task. The outcome of the task does not affect how language is assessed as assessment is based on the level of understanding demonstrated and the linguistic processes that take place in order to complete the task.</p> <p>In relation to the task, candidates are expected to engage to demonstrate the ability to:</p> <ul style="list-style-type: none"> • cope flexibly with situations and problems in everyday life, even those that are less routine. • identify unfamiliar words from the context and infer meaning of sentences provided the topic is familiar. • use clarification and checking techniques appropriate to the level and exchange information. • convey meaning comprehensibly. • make feelings, personal views and reactions understood when offering solutions to problems or practical questions. • understand direct and indirect questions, receive and give detailed instructions though he or she may need to ask for repetition if the other person's response is rapid or extended. • respond to a wide range of language functions and recognise the main characteristics of politeness. • make requests. • give and receive advice and offer suggestion. • express obligation. • use grammar expected at level Entry 3 (in relation to the task set) – present simple, present continuous, past tenses – past simple, used to (if appropriate), present perfect, present perfect continuous, past perfect, will going to, future continuous, zero, first, second and basic use of 3rd conditional, extended phrasal verbs, reported speech, informal discourse markers, gerunds and infinitives, modal verbs, comparatives and superlatives, the simple passive, wh- questions in the past.

Familiar tasks set / situations given are such as:

- Planning a party
- Dealing with housing arrangements
- Dealing with authorities during a foreign visit
- Making travel arrangements
- Apologising / dealing with apologies
- Complaining / reporting a problem
- Returning an unsatisfactory purchase
- Booking a holiday
- Asking for and obtaining detailed directions
- Making a telephone call
- Buying a present / gift
- Shopping, restaurants / cafes
- Travel & transport
- Holidays
- Work & jobs
- Leisure activities
- Give a basic description of experiences
- Hobbies & pastimes
- Obtaining and using goods or services

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)


- *Candidate name*, what do you do? / Do you work or are you a student?
- Why are you interested in learning English?

Start with section A and then select two (or more) appropriate questions from section B that are **not** used in sections 2 and 3. Use different categories for each candidate.

Candidate A (1 minute)

I'd like to talk with you about:

Repeat same sequence with candidate B.

Section A 	Section B	Support prompts (use where necessary)
Your family & friends	<ol style="list-style-type: none"> 1. Tell us about your family. 2. Tell us about your relatives. 3. Tell us about your friends or a friend that you are close to. 4. Can you tell us about what you usually do with your friends. 	<ol style="list-style-type: none"> 1. Do you come from a big or small family? 2. Do you have many relatives? Can you tell me (a little bit) about them?
Communication and media	<ol style="list-style-type: none"> 1. Tell us about how much television you watch. 2. Tell us about how you usually get information (for e.g. the news). 3. Can you tell us about a favourite newspaper or magazine you read? 4. What is different about technology nowadays? 	<ol style="list-style-type: none"> 1. Do you watch a lot of television, or not (a lot)? 2. From the newspaper or watching television, or speaking with friends / family. 3. What about a television programme you usually watch. 4. Do you think it is easier or more difficult to communicate with people (through mobile phones, the internet)?
The weather	<ol style="list-style-type: none"> 1. Tell us about the weather in your country. 2. Tell us about which season you prefer. 3. Tell us about the summertime, and what you usually do. 4. Can you tell us about British weather and what you think of it. 	<ol style="list-style-type: none"> 1. Is it hot or cold there? 2. What's the weather like in summer / winter / spring / autumn (in your country)? 3. Do you go swimming in the summer? Where do you usually go? 4. What do you like least about the weather (here)?
Your likes & dislikes	<ol style="list-style-type: none"> 1. Tell us about what you like to read. 2. Tell us about the movies you like. 3. Can you tell us about what you like to do at weekends. 4. Tell us about your favourite music / the type of music you like to listen to. 	<ol style="list-style-type: none"> 1. What type of books do you like reading – horror / romantic? 2. What type of movies do you like watching – horror / romantic? 3. Where do you usually go? Do you meet up with your friends? What do you usually do? 4. Do you go to concerts at all? Which do you prefer – live music or listening to music?
Your work or study / plans for the future	<ol style="list-style-type: none"> 1. Tell us about your job / English course (depending on information already given at the start of section 1) 2. Tell us about your hopes for the 	<ol style="list-style-type: none"> 1. What's your job? / What do you study? 2. What do you plan to do in the future? 3. What type of job would you like to

	<p>future.</p> <p>3. Tell us about your ideal job / perfect job?</p> <p>4. Can you tell us why you think it is important to learn English?</p>	<p>do?</p> <p>4. Do you think English is important? Why/ Why not?</p>
<p><i>(Both candidates), now please ask each other one question about (choose an unused topic from section A)</i></p> <p><i>..... Thank you.</i></p>		

Section 2 – Extended turn - expressing opinions, describing experiences

( 6 min)

Examiner: (Address both candidates)

I'm going to ask you to talk about something on your own for about a minute.

Candidate A (3 minutes)

- *Name Candidate A*, I'd like you to **tell *Name Candidate B* about a holiday that you remember well – either in your own country or another country.** Tell him / her about:

What you did on holiday.

- **Tell us about it** and then **say why it was so special.**
- *Name Candidate B*, I want you to listen to *Name Candidate A*. At the end, please ask him/her **two questions** about his/her holiday.
- Is that clear? Do you want me to say that again? (repeat if necessary)
- *Name Candidate A*, you can begin. **You have 1 minute.**

Support / back up prompts

- Can you tell us (more) about what you did while you were on holiday / Can you tell us more about the places you visited.
- How long were you on holiday for?
- What do you usually do to relax? / How do you usually relax?

Examiner: (Choose **one** question to ask candidate A)

- Why do you think holidays are important?
- OR
- What would be a perfect holiday for you?
- OR
- What do you usually get excited about when you go on holiday?

Candidate B

Can you now ask *name Candidate A* **two questions** about his / her **holiday?**

- Thank you.

Support / back up prompts (examiner to formulate no more than 2 questions where necessary)

- How often do you go on holiday?
- Do you always go back to the same place, or somewhere new?
- Who do you like to go on holiday with?

Candidate B (3 minutes)

- *Name Candidate B*, I'd like you to tell *Name Candidate A* about **your favourite city/town or a city/town you would like to visit**. Tell him / her about:

The things you can do at the weekends.

- **Tell us what you can do there and which you prefer, a small town or a big city and why.**
- *Name Candidate A*, I want you to listen to *Name Candidate B*. At the end, please ask him/her **two questions** about **city/town life**.
- *Name Candidate B*, you can begin. **You have 1 minute.**

Support/back up prompts (examiner to formulate no more than 2 questions where necessary)

- Can you tell us (more) about what you can do in a city/town / Can you tell us more about the places you can visit in a city / town.
- Have you ever lived in a city/town? / How long have you lived in (*city name*)?
- Do you prefer quiet or busy places? Why?

- Thank you

Examiner: (Choose **one** question to ask candidate B)

- How has city / town life changed over the years?

OR

- How is city / town life different now to before / when you were younger?

OR

- How do you think city / town life will be in the future?

Candidate A

Now ask *name Candidate B* **two questions** about **city / town life in general**.

Thank you.

Support / back up prompts (examiner to formulate questions where necessary)

- Which do you think is better for older people to live in? A city or a small town / village?
- How do you think cities / towns can be made cleaner/quieter/safer?
- What are the best things about a city / town?

Section 3 – Functional Transaction / Task

( 7 min)

Examiner: (Address both candidates equally)

- You are going to talk together for about 2½ - **3 minutes**.
- *Both candidates*, I would like you to imagine that **IT'S YOUR FRIEND'S BIRTHDAY NEXT WEEK AND YOU WANT TO ORGANISE A CELEBRATION FOR HIM / HER. YOU WANT TO MAKE IT A SPECIAL OCCASION BECAUSE HE / SHE IS A CLOSE, FAMILY FRIEND.**

TALK TOGETHER ABOUT: (examiner hand gesture candidates to talk together)

(i) THE LOCATION OF THE CELEBRATION

(ii) WHAT DAY OF THE WEEK IS BEST

(iii) WHO YOU WOULD LIKE TO INVITE

- I'll say that again (*repeat capitalised information above*).
- Think about what you want to say. (Pause) ...
- Are you ready? *Candidate B name*, can you start please ... (Pause)

Support/back up prompts – use when needed

- Where will you have the celebration? In someone's house or in a restaurant?
- Which day of the week will be best to have the celebration / it? Is the weekend better or not?
- Will the celebration be lively or quiet?
- How will you make it a special occasion? (for eg. favourite food your friend likes)

Short discussion (3 minutes)

Examiner – (*address both candidates equally, use names where necessary*)

Select one or more questions from each cluster below, as appropriate.

- Do you like enjoying spending time with other people or do you prefer spending time on your own?
- What was the last celebration you went to? What happened there?
- If you were organising your ideal celebration, what would you do?
- What makes a perfect celebration?
- What's more important at a celebration – the people or the things you can enjoy (for e.g. food)?
- (In your country) how do people usually celebrate special occasions?
- What's the most popular celebration in your country?

Support back up prompts – use where needed

- Why/why not?
- Do you agree?
- What about you?
- What do you think?

Thank you. This is the end of the exam.