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Live date – 11/04/2025

Retired Date – 31/07/2026

ESOL Skills for Life

Speaking and Listening

Entry Level 3

Sample Assessor Pack and Candidate Paper

Sample Assessment Code: ESOLSLE3DA/P

THIS PACK CONTAINS BOTH THE ASSESSOR PACK AND CANDIDATE PAPERS FOR THE THREE TASKS

PLEASE SEPARATE THE ASSESSOR PACK FROM THE CANDIDATE PAPERS BEFORE ASSESSMENT BEGINS

The first part of this pack contains the transcript for task 1, the mark schemes and marking guidance for the three tasks of the speaking and listening paper. Please remove this section before handing out candidate papers.

The second part of this pack contains candidate papers for the three speaking and listening tasks. These may be completed separately, or on one occasion, but must all be completed under supervised conditions.

This paper is valid for use until **31st July 2026** and cannot be used for assessments after this date. If your assessment is scheduled beyond this point, please download the latest live version.

Centres are responsible for maintaining the security and integrity of assessment materials at all times. Live assessment content must **not** be shared via email, or any other platform, this includes both assessment papers and mark schemes. Should centres have a query regarding assessment content, they should raise a query via Gateway Qualifications' website using the dedicated form: [External Assessment Query Form - Gateway Qualifications](#).

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ESOL Skills for Life Speaking and Listening - Entry Level 3

Sample Assessor Pack

The following documents are included in this assessment pack:

- Guidance on the Conduct of the Assessment
- Task 1
 - Introduction
 - Transcript
 - General Marking Guidance and Assessment Principles
 - Mark Schemes and Guidance
- Tasks 2 and 3
 - Introduction
 - General Marking Guidance and Assessment Principles
 - Mark Schemes and Guidance
- Appendix
 - Adult ESOL Core Curriculum Guidance
 - Observation Record

Sample Assessment Code: ESOLSLE3DA/P

Guidance on the Conduct of the Assessment

- This document should be read alongside the Qualification Specification: ESOL Skills for Life, section 4.7 Conduct of Assessment.
- Centres must ensure that they are continually aware of which papers are live and only select ones that are available to download on QuartzWeb at the time of assessment.
- Centres must not store or retain live papers unnecessarily. They should only be downloaded for the purposes of assessment use, with any spares discarded.
- The tasks are designed to be completed during normal class time but must be taken under supervised conditions. This means that all tasks must be completed with the assessor, or other designated supervisor, present.
- The assessor can be the candidates' tutor, but they must not assist candidates with the assessment.
- The assessor must verify each candidate's identity prior to taking the assessment and record and sign an attendance register as confirmation of the candidate's attendance. The candidates must also sign to confirm attendance. This can be in any format you so wish – this could be your own form or downloaded via QuartzWeb. It may be requested during Quality Assurance activities.
- Tutors must not teach to the actual assessment tasks, but candidates should be familiar with the format of each task and will have practised speaking and listening in a range of contexts appropriate to the level. By the time they are assessed, candidates should be aware of the skills that are being assessed and the success criteria.
- This assessment is composed of three tasks. Candidates must complete all three tasks. They may be done in any order.
- Centres are permitted to contextualise the speaking tasks (task 2 and task 3). We do not recommend that centres contextualise the listening task, however centres wishing to do so should refer to the guidance in the qualification specification and to the separate guidance on contextualisation that is available to download from the Prism online system (secure login required). Where centres apply contextualisation to a task, they will need to keep a copy for external quality assurance purposes.
- Candidates do not have to complete all the tasks in a single session, but they must complete them under supervision and are not permitted to remove them from the assessment room, they must be stored securely.
- Candidates may **not** use a dictionary for speaking and listening tasks.
- The use of correction fluid and erasable pens is **not** permitted.
- Candidates should be briefed on the task/tasks to be completed. Task 1 focuses on listening skills and tasks 2 and 3 on speaking and listening skills.
- Candidates may be assisted with aspects that are not being assessed (for example, the assessor can read the written instructions to the candidate).
- Candidates may give their responses to the listening task verbally and the assessor may scribe the answer, as these tasks assess listening and not writing. Centres will need to keep a note of any instances for external quality assurance purposes.

- For any specific candidate access requirements, assessors should refer to the guidance on access arrangements, reasonable adjustments and special considerations in the qualification specification. Candidates must be allowed to complete the tasks independently without any further support according to the guide time allowed.
- To achieve the speaking and listening unit candidates must achieve the pass mark for listening task 1 and the combined pass mark for tasks 2 and 3.
- If candidates fail the listening task or achieve a low mark on task 2 and/or task 3 they may be given an equivalent task from another paper.
- At the end of the assessment, the candidates' work should be collected and stored securely.

Task 1

Instructions

(Assessors may read these instructions to candidates)

- Use a blue or black pen.
- The use of correction fluid and erasable pens is **not** permitted.
- You have 30 minutes to complete task 1.
- Some questions must be answered with one tick in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a tick ☒.

Information

- Task 1 has 15 marks.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Task 1 – Listening

- Task 1 will focus on listening to and extracting key information from short spoken sources and demonstrating comprehension skills.
- Centres will be provided with an MP3 sound file of a recording. If centres are unable to access the sound file, they may read the transcripts to candidates, but this must not be done by the candidates' tutor. Where centres read the transcripts to candidates, they will need to keep a record of this.
- Candidates should be encouraged to read the questions before the recordings are played.
- Each extract will be played or read to candidates three times. Assessors should pause the recording after each playing/reading to allow candidates time to respond to the questions.
- The time allowed for this assessment is 30 minutes.

Transcript

Female voice:	Read questions 1 to 7. You are at the bus station. Listen to the announcement.
Male voice:	To all bus passengers, can I have your attention please? The 10 o'clock bus leaving for Newcastle has been delayed. This is due to a problem with the engine. The next direct bus will leave tomorrow morning. Could you please go to stop 15 where the bus to York is departing. When you arrive in York, you can take the next bus to Newcastle. You will need to wait 40 minutes. Please show your bus ticket to the driver. You do not need to buy a new ticket. For a full refund, you can apply on the website.
Female voice:	Now answer the questions. You do not need to write in full sentences.

Male voice:	Read questions 8 to 13. You listen to a news report on the environment.
Female voice:	On Environmental News tonight, Oxford has been named the greenest city in the UK for the second year in a row. The report shows that more people are choosing to walk and cycle instead of travelling by car. This has really improved the air quality! Oxford also has over 117 charging points in the city for electric cars.

	Furthermore, Oxford has one of the highest rates of recycling in the UK. The city believes it will become the greenest city in Europe next year. If every city makes these small changes, we can save the planet.
Male voice:	Now answer the questions. You do not need to write in full sentences.

End of transcript

Task 1 – General Marking Guidance and Assessment Principles

- Assessors should mark according to the mark scheme.
- Assessors should apply the mark schemes positively. Candidates must be rewarded for what they have shown they can do.
- Assessors should always award full marks if these are deserved, i.e. if the answer matches the mark scheme. Half marks may not be awarded.
- If a response is not worthy of credit it should be awarded 0.
- Where assessors are required to make a judgement, for example in short answer questions, examples will be provided of possible answers that may be credited.
- Responses that are correct but written outside the box (for example when candidates are required to tick the box) must be credited.
- Candidates will not be penalised for incorrect spelling as long as the meaning is clear.

Task 1 – Mark Scheme

Questions 1 - 7

Question	AC covered	Answer	Marks available
1. Fill in the missing word in the sentence. The bus to _____ has been delayed.	1.1 1.2	Newcastle	1 mark
2. Why is there a delay?		engine (problem)	1 mark
3. When does the next direct bus leave?		tomorrow morning	1 mark
4. Where do you have to go for the bus to York?		Stop 15	1 mark
5. What do you do when you arrive in York?		b) Take the next bus	1 mark
6. How long will you have to wait in York for the next bus?		c) 40 minutes	1 mark
7. Fill in the missing words in the sentences. i) Show your ticket to the _____. ii) You do not need to buy a _____ ticket.		i) driver ii) new	2 marks

Total marks available	8 marks
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Questions 8 - 13

Question	AC covered	Answer	Marks available
8. Fill in the missing word in the sentence. Oxford has been named the _____ city in the UK.	1.1 1.2	greenest	1 mark
9. What have people chosen to do? Give two details.		Up to two marks from: - walk - cycle	2 marks
10. What has really improved?		(The quality of the) air	1 mark
11. Oxford has one of the highest:		a) rates of recycling	1 mark
12. Next year, Oxford hopes to become the greenest city in:		b) Europe	1 mark
13. What can happen if every city makes small changes?		(we can) save the planet	1 mark

Total marks available	7 marks
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Total marks available for task 1	15 marks
Pass mark for task 1	10 marks

Task 2 and Task 3 - Preparing for and Conducting the Speaking Assessment

- For tasks 2 and 3, candidates will be given preparation time of five minutes per task on the day of the test. They may make short notes. These should be in the form of bullet points and must not include full sentences. Candidates may take the notes into the test with them and the notes must be handed to the assessor at the end of the assessment. The notes must be stored with all other candidate work for review by internal quality assurance staff and by Gateway Qualifications external assessors.
- When carrying out assessment work with candidates working in pairs or groups, assessors must ensure that they assess individual performance. There may be occasions when the weaker performance of other candidates within a group may adversely affect another candidate's ability to meet the assessment criteria. If this is the case, the assessor will need to intervene to ensure fairness of assessment opportunity. Assessors should also ensure that where candidates need to ask questions or respond to questions all candidates get similar opportunities whatever the size of the group.
- A sample of assessments of tasks 2 and 3 must be audio recorded. If an assessment is recorded, there is no requirement for assessors to produce a detailed observation record. Please refer to the relevant section in the qualification specification for guidance on the conduct of speaking and listening assessments and for further information.
- On the recording, each activity must be preceded by the following:
 - name of the candidate(s)
 - candidate ID
 - name of the assessor
 - level of assessment
 - number of task
 - topic (where appropriate)
 - date task undertaken

Task 2 and Task 3 - General Marking Guidance and Assessment Principles

- Assessors should mark according to the mark scheme.
- Assessors should apply the mark schemes positively. Candidates must be rewarded for what they have shown they can do.
- Assessors should always award full marks if these are deserved, i.e. if the answer matches the mark scheme. Half marks may not be awarded.
- If a response is not worthy of credit it should be awarded 0.

Task 2 – Individual Speaking Activity

- The approximate duration of the task will be between 10-25 minutes depending upon the number of candidates being assessed. It should not be more than five minutes per candidate.
- Candidates will complete this task in a small group with between two to five people (one person may be the tutor).
- Each candidate has five minutes to prepare on their own before talking.
- Candidates will take it in turns to be assessed with approximately five minutes allowed for each candidate.
- The assessor should monitor the interchange to help ensure that the candidate being assessed is not unfairly penalised by the performance of other candidates and should intervene, if necessary, to ensure fairness of assessment opportunity.
- The assessor should give the candidates being assessed the candidate instructions.
- During the preparation time candidates may make brief notes using the space provided on the candidate instructions. These must **not** be in full sentences.
- Candidates must give the instructions and any notes to the assessor after completing the task.

Task 2 – Individual Speaking Activity

Candidate instructions:

- You must complete this task with one or more people.
- You have five minutes to prepare on your own before talking.
- You may make notes. These must **not** be in full sentences.
- You must give the notes to the assessor after you complete the task.

Topic: Someone you know

- Say who the person is and how you know them.
- Describe what they look like.
- Say what you like about them.
- Explain why they are important to you.

Task 2 – Mark Scheme and Assessment Guidance

The guidance in the column next to the mark scheme supports the accurate application of the mark scheme and helps assessors to evidence and justify their assessment decisions. The *Adult ESOL Core Curriculum Guidance* in appendix 1 provides the range of grammatical structures that should feature at Entry Level 3 and supports accurate standard setting.

Marks allocated to each criterion should be noted on the observation record (see appendix 2).

Where the assessment has been recorded detailed notes are not required although they are useful for internal standardisation purposes.

When there is no recorded evidence, examples of language used to meet each criterion must be provided to support assessment decisions. These annotations should reflect the guidance provided on the mark scheme and the Adult ESOL Core Curriculum guidance.

Task 2 – Mark Scheme and Assessment Guidance

Assessment criteria	2.1, 2.2, 2.3, 2.4, 4.2
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Communication - 2 marks for each bullet point of information included on the candidate card (maximum 8 marks) however there is no requirement for equal coverage of the bullets to complete the task and communication of a bullet can achieve the marks even if less is said in response to the prompt.

Mark scheme	Marks	Guidance
Candidate communicates task fully using appropriate vocabulary and expressions at Entry 3, including simple comparison and different tenses appropriately.	2 marks	Vocabulary and expressions may include: • a wide range of vocabulary – appropriate and relevant to task • making several points or multiple sentences as appropriate • a range of intensifiers – e.g. too, enough • comparative structures – e.g. as .. as, different to, same as, • use of there will be / there was going to be / there has been / there have been • joining clauses with who, which, that • expressing possibility – possibly, perhaps, certainly, definitely • expressing obligation – should / shouldn't • expressing possibility and probability – would / should • markers to introduce subordinate clauses – because, even though, since • discourse markers that indicate cause and effect or contrast - e.g. that's why, on the other hand, as a result of, however • collocations accurately – interested in, pleased with • use of phrasal verbs (NB. Not all these examples will be required to achieve the task; vocabulary and expressions will vary depending on the task.)

Candidate communicates task with some omission or use of wrong tense but has sufficient vocabulary and expressions to make themselves understood. Assessor may need to ask for clarification or to prompt.	1 mark	Assessor may need to ask further questions, provide some vocabulary or expressions to keep the task flowing. Expressions and vocabulary will be more limited and/or task has some omissions.
Candidate communicates no relevant information.	0 marks	Unable to communicate the minimum amount to achieve the task in a way that can be understood or can only communicate with most language provided by the assessor.

Pronunciation and intonation (2 marks for the whole task)

Mark scheme	Marks	Guidance
Candidate uses stress and intonation to make speech comprehensible and meaning understood.	2 marks	Pronunciation is not expected to be perfect but language must be understood for the majority of the time including for example: • stress placed accurately on familiar words • rising intonation for questions. • content words in sentences stressed • intonation used appropriately to indicate attitude • appropriate clarity, speed and phrasing • stress to indicate a change in meaning

Candidate articulates most sounds recognisably with some appropriate stress and intonation. Communication is not impaired.	1 mark	The candidate can communicate but incorrect pronunciation of some words or incorrect stress on familiar words or phrases may cause some difficulty in immediate comprehension. Intonation may not always be appropriate.
Sounds are insufficiently English for communication to be achieved.	0 marks	Errors in pronunciation and intonation mean that the candidate cannot be understood at even a minimum level to achieve the task.

Grammar (2 marks for the whole task)

Mark scheme	Marks	Guidance
Statements and questions are sufficiently grammatically accurate to be understood at Entry 3.	2 marks	Grammatical structures may include: • use of present perfect with since/for, ever/never, yet/already • correct word order in complex sentences • used to for regular actions in the past • past continuous • future simple verb forms • infinitive to express purpose • simple embedded questions • question words including whose • a wide range of wh- questions • tag questions • simple reported statements • comparative and superlative adjectives – regular and irregular

		(NB. Not all these examples will be required to achieve the task; grammar will vary depending on the task)
Some grammatical errors occur that at times impede communication.	1 mark	The candidate uses mostly correct grammar but there are errors for example in word order in more complex sentences, forming questions, plurals, articles, tenses.
Grammatical errors are such that communication is not achieved.	0 marks	Grammatical errors are such that the task is not achieved at even a minimal level.

Total marks available	12 marks
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Task 3 – Discussion

- Candidates will take part in a discussion with one or more people (up to five) about a topic selected by the assessor. The discussion may take place with the tutor.
- The task will take between 10-25 minutes (depending upon the number of candidates being assessed).
- Each candidate has five minutes to prepare on their own before talking.
- Assessors should give each candidate being assessed the candidate instructions. Assessors should allocate a suggestion from the bulleted list to each candidate being assessed.
- Candidates may make notes. These must **not** be in full sentences. They must hand in their notes when they have completed the task.
- Assessors should ensure that regardless of the number in the group candidates should ask at least **two** questions and respond to other members of the group on at least **two** occasions.

Task 3 – Discussion

Candidate instructions:

- You must take part in a discussion with one or more people.
- You have five minutes to prepare on your own before talking.
- You may make notes. These must **not** be in full sentences.
- You must give the notes to your assessor after you complete the task.

Your assessor will select one of the ideas for each member of the group.

- First say which idea you support and give (at least **two**) reasons why.
- Give more details of the idea and (at least **one**) example of why it would be the best choice.
- Ask questions of others (at least **two**).
- Listen to the contributions of others and respond politely.
- Remember to take turns and interrupt politely.

You have 10-25 minutes, depending upon the number of people in the group and by the end of the discussion, you must **all** agree what you are going to do.

Topic: Your local community centre has been given £50,000. Discuss how this money should be spent on improving the centre.

Suggestions are:

- a space for older people
- a space for children to play
- a new computer area
- a new gym
- a games room

Task 3 – Mark Scheme and Assessment Guidance

The guidance in the column next to the mark scheme supports the accurate application of the mark scheme and helps assessors to evidence and justify their assessment decisions. The *Adult ESOL Core Curriculum Guidance* in appendix 1 provides the range of grammatical structures that should feature at Entry Level 3 and supports accurate standard setting.

Marks allocated to each criterion should be noted on the observation record (see appendix 2).

Where the assessment has been recorded detailed notes are not required although they are useful for internal standardisation purposes.

When there is no recorded evidence, examples of language used to meet each criterion must be provided to support assessment decisions. These annotations should reflect the guidance provided on the mark scheme and the Adult ESOL Core Curriculum guidance.

Task 3 – Mark Scheme and Assessment Guidance

Assessment criteria	2.1, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 4.4
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Communication (maximum 2 marks for the whole task)

Mark scheme	Marks	Guidance
Candidate communicates information and simple opinions in discussion using appropriate vocabulary and expressions at Entry 3.	2 marks	Candidate conveys information relevant to the discussion topic. Communication in a discussion may include: • making contributions which vary in length and register • expressing simple feelings, opinions and points of view • backing up statements with simple reasons or explanations • expressing degrees of liking and disliking • following up a statement of liking or disliking with reasons or explanation • a range of adjectives and intensifiers for expressing feelings – I'm really pleased, I'm so fed up • phrases for introducing an opinion – In my opinion, As I see it • expressing obligation – should • expressing future certainty – will • expressing future possibility – may, might (NB. Not all these examples will be required to achieve the task but will vary depending on the task)
Candidate has sufficient vocabulary and expressions to be understood and to	1 mark	Communication of information is more limited but does address the requirements of the task. Some variety in discussion responses demonstrated. Candidate does attempt questions and simple opinions.

communicate some information and opinion in discussion. Assessor may need to ask for clarification or to prompt.		Candidate may need prompts from the assessor to maintain role.
Candidate communicates little or no relevant information.	0 marks	Information is not relevant to the task or not conveyed and candidate is unable to communicate even simple opinions or ask questions.

Discussion (2 marks for the whole task)

Mark scheme	Marks	Guidance
Candidate follows the gist and understands the main points of the discussion. Maintains their role in the discussion. May request clarification or repetition.	2 marks	Candidate interacts and takes a full part in the discussion, making relevant contributions. Discussion conventions may include: • requesting clarification – e.g. What do you mean? Could you say that again please? Sorry? • understanding and using language for turn-taking – e.g. After you, Can I say something? What about you? May I come in here? Can I interrupt? Do you want to add something? • asking relevant questions • understanding the turn-taking process and interrupt appropriately. Overall contributions show that candidates is following what others are saying.

Candidate follows the gist and some main points. Maintains their role in the discussion most of the time. May need help from the assessor.	1 mark	Candidate does not always understand what others say. Their input may be more limited but does address the requirements of the task. Use of discussion conventions/expressions occasionally demonstrated. Candidate may need prompts from the assessor to maintain role.
Candidate is unable to follow or maintain role in the discussion.	0 marks	Unable to follow the discussion topic or contributions from others. No relevant contributions.

Response (2 marks for the whole task)

Mark scheme	Marks	Guidance
Candidate responds appropriately to the contributions of others in discussion. May offer simple advice or suggestion as appropriate.	2 marks	Responses in the discussion may include: - indicating agreement or disagreement and adding comments to another person's point – e.g. You're right, I agree, but ..., Maybe, but ..., I'm not sure, I'm afraid I don't agree - making suggestions – e.g. We could ... ,Shall we ...? Let's ... - giving advice – e.g. How about ...? Why don't you ...? - responding to suggestions and advice - expressing points of view, opinions and feelings in response to others - the ability to respond to unpredictability. (NB. Not all these examples will be required to achieve the task; responses will vary depending on the task)

Candidate understands the contributions of others in discussion and responds some of the time. May need help from the assessor.	1 mark	Candidate's responses are quite limited but do address the requirements of the task and demonstrate understanding. Appropriate responses occasionally demonstrated. Candidate may need prompts from the assessor to maintain role.
Candidate does not always understand contributions of others and is unable to respond.	0 marks	Candidate unable to respond to others in order to contribute to the discussion. Responses are not relevant. Little or no interaction with others.

Pronunciation and intonation (2 marks for the whole task) as task 2

Mark scheme	Marks	Guidance
Candidate uses stress and intonation to make speech comprehensible and meaning understood.	2 marks	Pronunciation is not expected to be perfect but language must be understood for the majority of the time including for example: • stress placed accurately on familiar words • rising intonation for questions • content words in sentences stressed • intonation used appropriately to indicate attitude • appropriate clarity, speed and phrasing • stress to indicate a change in meaning

Candidate articulates most sounds recognisably with some appropriate stress and intonation. Communication is not impaired.	1 mark	The candidate can communicate but incorrect pronunciation of some words or incorrect stress on familiar words or phrases may cause some difficulty in immediate comprehension. Intonation may not always be appropriate.
Sounds are insufficiently English for communication to be achieved.	0 marks	Errors in pronunciation and intonation mean that the candidate cannot be understood at even a minimum level to achieve the task.

Accuracy (2 marks for the whole task)

Mark scheme	Marks	Guidance
Statements and questions are sufficiently grammatically accurate to be understood at Entry 3.	2 marks	Grammatical structures may include: • use of present perfect with since/for, ever/never, yet/already • correct word order in complex sentences • used to for regular actions in the past • past continuous • future simple verb forms • infinitive to express purpose • simple embedded questions • question words including whose • a wide range of wh- questions • tag questions • simple reported statements

		comparative and superlative adjectives – regular and irregular (NB. Not all these examples will be required to achieve the task; grammar will vary depending on the task)
Some grammatical errors occur that at times impede communication.	1 mark	The candidate uses mostly correct grammar but there are errors for example in word order in more complex sentences, forming questions, plurals, articles, tenses.
Grammatical errors are such that communication is not achieved.	0 marks	Grammatical errors are such that the task is not achieved at even a minimal level.

Total marks available	10 marks
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Total marks available for task 2 and 3	22 marks
Pass mark for tasks 2 and 3	14 marks

Appendix 1: Adult ESOL Core Curriculum Guidance – Entry Level 3

Simple, compound and complex sentences
- variations in word order - word order in complex sentences
<i>there has/have been</i> <i>there will be/there was going to be</i>
- complex sentences with one subordinate clause of either time, reason, result, condition or concession - defining relative clauses using <i>who, which, that</i> - a range of verbs + <i>-ing</i> form - verbs + infinitive, with and without <i>to</i> - infinitive to express purpose
simple reported statements
- a wide range of <i>wh-</i> questions - simple embedded questions - question words including <i>whose</i>
statements with question tags using Entry 3 tenses
Noun phrase
- noun phrases with pre- and post-modification - a range of determiners
- use of articles including: definite article with post - modification; use of indefinite article to indicate an example of a class; use of indefinite articles in definitions
Verb forms and time markers in statements, interrogatives, negatives and short forms
- no present perfect with: <i>since/for; ever/never; yet/already</i> <i>used to</i> for regular actions in the past - past continuous - future simple verb forms
- modals and forms with similar meaning: positive and negative, e.g. <i>you should/shouldn't</i> to express obligation; <i>might, may, will probably</i> - to express possibility and probability in the future; <i>would/should</i> - for advice; <i>need to</i> for obligation; <i>will definitely</i> - to express certainty in the future; <i>May I?</i> - asking for permission; <i>I'd rather</i> stating reference
common phrasal verbs and position of object pronouns
Adjectives
- comparative and superlative adjectives - comparative structures
Adverbs and prepositional phrases
- wide range of adverbial uses, e.g. to express possibility and un/certainty – <i>possibly, perhaps, definitely</i> - more complex adverbial phrases of time, place, frequency, manner - a range of intensifiers, including <i>too, enough</i>
Discourse
markers to indicate: addition, sequence, contrast

- markers to structure spoken discourse
- use of ellipsis in informal situations
- use of vague language

Appendix 2: Observation Record – Entry Level 3

Centre name:			Centre number:		
Candidate name:			Candidate number:		

Criteria	Marks available	Marks awarded	Comments and examples of language used	IQA comments	EQA comments
TASK 2					
Communication	8 marks				
Pronunciation and intonation	2 marks				
Grammar	2 marks				
TASK 3					
Communication	2 marks				
Discussion	2 marks				

Response	2 marks				
Pronunciation and intonation	2 marks				
Accuracy	2 marks				



Total marks available	22 marks	Total marks awarded		PASS / FAIL (pass mark 14/22)	
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IQA name: IQA signature: IQA sign-off date:	EQA name: EQA signature: EQA sign-off date:
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ESOL Skills for Life

Speaking and Listening – Entry Level 3

Sample Candidate Paper ESOLSLE3DA/P

Number of tasks: 3

Valid for use until: 31/07/26

Fill in the boxes below

First name

Surname

Date of birth

My signature confirms that I will not discuss the content of this assessment with anyone.

Signature

For centre use only

Candidate ID

Centre name

	Tutor / Assessor marks	Pass mark	Pass /Fail	Date completed	IQA marks	EQA marks
Task 1		10/15				
Task 2		14/22				
Task 3						
Tutor/Assessor signature					Date	
Internal Quality Assurer signature					Date	
External Quality Assurer signature					Date	

This is not a live paper

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Task 1

Instructions

(Assessors may read these instructions to candidates)

- Use a blue or a black pen.
- The use of correction fluid and erasable pens is **not** permitted.
- You have 30 minutes to complete task 1.
- Some questions must be answered with one tick in a box ☐. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a tick ☐.

Information

- Task 1 has 15 marks.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Task 1 – Listening

Questions 1 to 7

Read the questions.

Listen to the recording.

1. Fill in the missing word in the sentence.

The bus to _____ has been delayed.

2. Why is there a delay?

3. When does the next direct bus leave?

4. Where do you have to go for the bus to York?

Marker
use
only

This is not a live paper

Put a tick in the correct box ☒.

5. What do you do when you arrive in York?

a) Take a taxi

☐

b) Take the next bus

☐

c) Take the next train

☐

Put a tick in the correct box ☒.

6. How long will you have to wait in York for the next bus?

a) 10 minutes

☐

b) 15 minutes

☐

c) 40 minutes

☐

7. Fill in the missing words in each sentence.

i) Show your ticket to the _____.

ii) You do not need to buy a _____ ticket.

Marker
use
only

Questions 8 to 13

Read the questions.

Listen to the recording.

Marker
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8. Fill in the missing word in the sentence.

Oxford has been named the _____ city in the UK.

9. What are people choosing to do? Give **two** details.

i)

ii)

10. What has really improved?

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Put a tick in the correct box ☒.

11. Oxford has one of the highest:

a) rates of recycling

☐

b) number of charging points

☐

c) number of green spaces

☐

Put a tick in the correct box ☒.

12. Next year, Oxford hopes to become the greenest city in:

a) England

☐

b) Europe

☐

c) the UK

☐

13. What can happen if every city makes small changes?

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Total marks for task 1: 15 marks

Task 2 – Individual Speaking Activity

Candidate instructions:

- You must complete this task with one or more people.
- You have five minutes to prepare on your own before talking.
- You may make notes. These must **not** be in full sentences.
- You must give the notes to your assessor after you complete the task.

Topic: Someone you know

- Say who the person is and how you know them.
- Describe what they look like.
- Say what you like about them.
- Explain why they are important to you.

You can use the space below to make notes:

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Total marks for task 2: 12 marks

Task 3 – Discussion

Candidate instructions:

- You must take part in a discussion with one or more people.
- You have five minutes to prepare on your own before talking.
- You may make notes. These must **not** be in full sentences.
- You must give the notes to your assessor after you complete the task.

Your assessor will select one of the ideas for each member of the group.

- First say which idea you support and give (at least **two**) reasons why
- Give more details of the idea and (at least **one**) example of why it would be the best choice.
- Ask questions of others (at least **two**)
- Listen to the contributions of others and respond politely
- Remember to take turns and interrupt politely

You have 10-25 minutes, depending upon the number of people in the group and by the end of the discussion, you must **all** agree what you are going to do.

Topic: Your local community centre has been given £50,000. Discuss how this money should be spent on improving the centre.

Ideas include:

- a space for older people
- a space for children to play
- a new computer area
- a new gym
- a games room

You can use the space below to make notes:

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Total marks for task 3: 10 marks

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End of assessment

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