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Live date – 28/02/2023

Retired date – 01/03/2024

ESOL Skills for Life

Speaking and Listening

Entry Level 1

Sample Assessor Pack and Candidate Paper

Sample Assessment Code: ESOLSLE1BB/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.

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ESOL Skills for Life Speaking and Listening - Entry Level 1

Sample Assessor Pack

The following documents are included in this assessment pack:

- Guidance on the conduct of the assessment
- Examples of contextualisation
- 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: ESOLSLE1BB/P

Guidance on the conduct of the assessment

- 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 tutor/assessor, or other designated supervisor, present.
- 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 wishing to contextualise the tasks 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). The specification includes guidance on the requirements for recording where centres contextualise any of the listening tasks.
- 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 take them away.
- 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 (e.g. the assessor may tell the candidate what to do if they cannot read the written instructions adequately). Candidates may give their responses to the listening task verbally and the tutor/assessor may scribe the answer as these tasks assess listening and not writing. Tutors/assessors should also 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, as indicated below.
- 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.

Examples of contextualisation

Task 1

Questions 1-2 the text could be adapted to another location and different directions.

Questions 3-5: the text could be adapted to another service.

Task 2

This could be adapted to talk about food from any country. If they do not cook, candidates can replace food they like to cook with food they like to buy.

Task 3

Topic A could be adapted to talking about other education or classes.

Topic B could be adapted to talking about the weather in their country of origin.

Topic C could be adapted to talk about any shop, market, supermarket or place where they buy items (in person or online).

Task 1

Instructions

(Tutors may read these instructions to candidates)

- Use a pen.
- 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 9 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 Transcript

- Task 1 will focus on listening to and extracting key information from short spoken sources and demonstrating comprehension skills.
- You will be provided with a sound file of a recording. If centres are unable to access the sound file, or need to contextualise any of the listening tasks, they may record their own but the voice on the recording must not be that of the candidate's tutor. Where centres record a new transcript following contextualisation, they will need to keep a copy for external quality assurance purposes.
- Candidates should be encouraged to read the questions before the recordings are played.
- Each extract will be played three times. You should pause the recording after each playing to allow candidates time to respond to the questions.
- The time allowed for this assessment is 30 minutes.

Transcript

Female voice:	Read questions 1 and 2. A friend tells you how to find the new Post Office.
Male voice:	The Post Office is opposite the supermarket. Walk to the end of the road and turn left.
Female voice:	Now answer the questions.

Male voice:	Read questions 3, 4 and 5. You make a telephone call and hear this message.
Female voice:	Thank you for calling Long Road Doctors' Surgery. Please press 1 for an appointment. Press 2 for opening hours. Wait to speak to reception.
Male voice:	Now answer the questions. You do not need to write in full sentences.

Male voice:	Read questions 6, 7, 8 and 9. Listen to the answerphone message from your friend.
Female voice:	Hi. I am having a party. It is on Saturday at the Sports Hall. It starts at 4 o'clock and finishes at 7 o'clock. There will be pizza and chips to eat. Call me back if you can come.
Male voice:	Now answer the questions. You do not need to write in full sentences.

End of Transcript


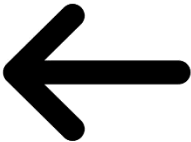
Task 1 – General marking guidance and assessment principles

- 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 must be credited.
- Candidates will not be penalised for incorrect spelling as long as meaning is clear.

Task 1 – Mark scheme

Questions 1 - 2

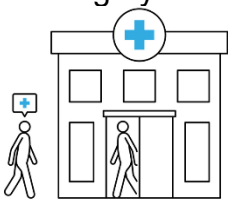

Assessment Criteria	1.1, 1.2
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Question	Answer	Marks Available
1. What is the Post Office opposite?	b) Supermarket 	1 mark
2. At the end of the road turn:	a) left 	1 mark

Total Marks Available	2 marks
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Questions 3 - 5

Assessment Criteria	1.1, 1.2
----------------------------	----------

Question	Answer	Marks Available
3. Where is the message from?	b) Doctor's surgery 	1 mark
4. What number do you press to find out what time it closes?	2 (two)	1 mark
5. Who can you speak to if you wait?	a) Reception 	1 mark

Total Marks Available	3 marks
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Questions 6 - 9

Assessment Criteria	1.1, 1.2	
Question	Answer	Marks Available
6. What day is the party?	Saturday	1 mark
7. Where is the party?	a) Sports hall 	1 mark
8. What time does the party finish?	7 (o'clock)	1 mark
9. What food will there be?	b) Pizza and chips 	1 mark

Total Marks Available	4 marks
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Total Marks Available for Task 1	9 marks
Pass Mark for Task 1	6 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 tutor 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, please refer to Section 4.9 conduct of speaking and listening assessments in the qualification specification available to download on the Gateway Qualifications website. 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 apply the mark schemes positively. Candidates must be rewarded for what they have shown they can do.
- Assessors should mark according to the mark scheme.
- 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 5 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 tutor 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.
- You 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 card. These must not be in full sentences.
- They must give the instructions with the notes to the tutor after completing the task.

Task 2 – Individual Speaking Activity

Candidate Instructions:

- You will 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 tutor after you complete the task.

Topic: Food

- Say what you like to eat – give **two** details.
- Say when you eat this food.
- Say what you like and do not like to cook.

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 tutors 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 1 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, 4.2
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Communication – 2 marks for each bullet point (maximum 6 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 using appropriate vocabulary and expressions at Entry 1.	2 marks	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> • knowledge and use of common and familiar vocabulary – appropriate and relevant to task. This may include vocabulary related to places, items of food and drink, weather, transport, leisure activities/sports, clothes, colours, days of the week, times etc. • using common adjectives and intensifiers – e.g. nice, good, happy, very • using expressions to express likes, dislikes – e.g. I like, I don't like, I hate • using expressions to express feelings – I'm happy • using common adverbs of place, manner and time – e.g. here, quickly, now • using there is / there are + noun – e.g. There is a restaurant • using 'have got' to indicate possession – e.g. I have got one son • using sentence connectives – e.g. then, next • making requests using modal can – e.g. Can you help me? <p>(NB. Not all these examples will be required to achieve the task; vocabulary and expressions will vary depending on the task)</p>
Candidate has sufficient vocabulary and expressions to make him/herself understood.	1 mark	<p>Tutor may need to ask further questions, provide some vocabulary or expressions to keep the task flowing</p> <p>Expressions and vocabulary will be more limited and/or task has some omissions.</p>

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Tutor may need to ask for clarification or to prompt.		
No communication worthy of credit.	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 tutor.

Pronunciation and intonation (2 marks for the whole task)

Mark Scheme	Marks	Guidance
Candidate articulates sounds of English so as to be understood.	2 marks	Pronunciation is not expected to be perfect but language must be understood for the majority of the time. Stress should be placed accurately on familiar words. Rising intonation should be used for questions.
Candidate articulates most sounds recognisably. Communication is not impaired.	1 mark	The candidate can communicate well but incorrect stress on familiar words may cause some misunderstanding.
Pronunciation and intonation are such that communication is not 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 grammatically well formed at Entry 1.	2 marks	<p>Grammatical structures may include:</p> <ul style="list-style-type: none"> • use of present tense using accurate word order in simple statements. • use of modal can to express ability –I can swim • possession - my, mine, your, his, her • quantity - some, any, many • prepositions of place – e.g. next to, under, on • forming wh- questions – e.g. where do you live? what is your name? • forming questions using common modals – e.g. can you drive? • present continuous of common regular verbs • regular and irregular plurals • countable and uncountable nouns • definite and indefinite articles <p>(NB. Not all these examples will be required to achieve the task; grammar will vary depending on the task)</p> <p>One or two minor errors do not impede communication.</p>
Some grammatical errors occur but these do not impede communication.	1 mark	The candidate uses mostly correct grammar but there are errors for example in word order, forming questions, plurals, articles.
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

Task 3 – Discussion

- Candidates will take part in a discussion with one or more people (up to four more) about a topic selected by the tutor. 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.
- You should give each candidate being assessed the candidate instructions for one of the tasks.
- 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 **one** question and respond to other members of the group on more than **one** occasion.

Task 3 – Discussion

Candidate Instructions:

- You will 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 tutor after you complete the task.

Topic A: Your ESOL classes

You will say three things to another person or small group about your ESOL classes. Then you will discuss the topic together.

- Say what you like and dislike
- Listen to the other person or people
- You can agree or disagree with them
- Ask at least **one** question

Topic B: The weather in the UK

You will say three things to another person or small group about the weather in the UK. Then you will discuss the topic together.

- Say what you like and dislike
- Listen to the other person or people
- You can agree or disagree with them
- Ask at least **one** question

Topic C: Your favourite shop

You will say three things to another person or small group about your favourite shop. Then you will discuss the topic together.

- Say what you like and dislike
- Listen to the other person or people
- You can agree or disagree with them
- Ask at least **one** question

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 tutors 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 1 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, 3.1, 4.1, 4.2
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Discussion (2 marks for the whole task)

Mark Scheme	Marks	Guidance
Candidate maintains their role in the discussion. May request clarification or repetition.	2 marks	<p>Candidate interacts and takes part in the discussion.</p> <p>Discussion conventions may include:</p> <ul style="list-style-type: none"> • asking for clarification or repetition – e.g. can you repeat that? sorry? • using simple markers e.g. I see, okay • asking simple questions for specific information such as personal details, location, directions. • expressing agreement - e.g. I agree with you. I don't agree. you are right. • expressing views – e.g. me too. I'm sorry, I don't know. • expressing ability – e.g. yes I can. no I can't. • expressing a preference – e.g. I like. I don't like. <p>(NB. Not all these examples will be required to achieve the task; discussion conventions will vary depending on the task)</p>
Candidate maintains their role in the discussion most of the time. May need help from the tutor.	1 mark	<p>Candidate input is limited but does address the requirements of the task.</p> <p>Use of discussion conventions/expressions occasionally demonstrated.</p> <p>Candidate may need prompts from the tutor to maintain role.</p>

Candidate unable to maintain role in discussion.	0 marks	Discussion input is limited to single words and phrases which may not be relevant. Little or no interaction with others.
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Communication (2 marks for the whole task)

Mark Scheme	Marks	Guidance
Candidate communicates task using appropriate vocabulary and expressions at Entry 1.	2 marks	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> • knowledge and use of common vocabulary appropriate and relevant to task. This may include vocabulary related to places, items of food and drink, weather, transport, leisure activities/sports, clothes, colours, days of the week, etc. • using common adjectives and intensifiers – e.g. nice, good, happy, very • using expressions to express likes, dislikes – e.g. I like, I don't like, I hate • using expressions to express feelings – I'm happy • using common adverbs of place, manner and time – e.g. here, quickly, now • using there is / there are + noun – e.g. There is a restaurant • using 'have got' to indicate possession – e.g. I have got one son • using sentence connectives – e.g. then, next <p>(NB. Not all these examples will be required to achieve the task; vocabulary and expressions will vary depending on the task)</p>
Candidate has sufficient vocabulary and expressions to make him/herself understood.	1 mark	<p>Tutor may need to ask further questions, provide some vocabulary or expressions to keep the task flowing</p> <p>Expressions and vocabulary will be more limited and/or task has some omissions.</p>

Tutor may need to ask for clarification or to prompt.		
No communication worthy of credit.	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 tutor.

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

Mark Scheme	Marks	Guidance
Candidate articulates sounds of English so as to be understood.	2 marks	Pronunciation is not expected to be perfect but language must be understood for the majority of the time. Stress should be placed accurately on familiar words. Rising intonation should be used for questions.
Candidate articulates most sounds recognisably. Communication is not impaired.	1 mark	The candidate can communicate well but incorrect stress on familiar words may cause some misunderstanding.
Pronunciation and intonation are such that communication is not 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) as Task 2

Mark Scheme	Marks	Guidance
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Statements and questions are grammatically well formed at Entry 1.	2 marks	<p>Grammatical structures may include:</p> <ul style="list-style-type: none"> • use of present tense using accurate word order in simple statements. • use of modal can to express ability – I can swim • possession - my, mine, your, his, her • quantity - some, any, many • prepositions of place – e.g. next to, under, on • forming wh- questions – e.g. where do you live? what is your name? • forming questions using common modals – e.g. can you drive? • present continuous of common regular verbs • regular and irregular plurals • countable and uncountable nouns • definite and indefinite articles <p>(NB. Not all these examples will be required to achieve the task; grammar will vary depending on the task)</p> <p>One or two minor errors do not impede communication.</p>
Some grammatical errors occur but these do not impede communication.	1 mark	The candidate uses mostly correct grammar but there are errors for example in word order, forming questions, plurals, articles.
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	8 marks
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Total Marks Available for Tasks 2 and 3	18 marks
Pass Mark for Tasks 2 and 3	12 marks

Appendix 1: Adult ESOL core curriculum guidance – Entry Level 1

Simple sentences
<ul style="list-style-type: none"> • word order in simple statements, e.g. subject – verb – object subject – verb – adverb subject – verb – adjective subject – verb – prepositional phrase • word order in instructions • <i>there is/are</i> + noun (+ prepositional phrase) • <i>yes/no</i> questions • <i>wh-</i> questions • question words <i>what/who/where/how much/how many</i> • contracted form of auxiliary • imperatives and negative imperatives
Noun phrase
<ul style="list-style-type: none"> • regular and common irregular plurals of nouns • very common uncountable nouns • personal pronouns • demonstratives • determiners of quantity • indefinite article <i>a/an</i> with singular countable nouns • definite article <i>the</i> • possessives: <i>my/your/his/her</i>, etc
Verb forms and time markers in statements, interrogatives, negatives and short forms
<ul style="list-style-type: none"> • simple present tense of: <i>be/have/do</i>; common regular verbs • <i>have got</i> – indicating possession • present continuous of common regular verbs • contracted forms of: subject and auxiliary; auxiliary and negative • Modals: <i>can</i> + bare infinitive to express ability; <i>would</i> + <i>like</i> for requests • use of <i>on, off, in, out</i>
Adjectives
<ul style="list-style-type: none"> • Common adjectives: <i>after/be</i>
Adverbs and prepositional phrases
<ul style="list-style-type: none"> • common prepositions and prepositional phrases of place • simple adverbs of place, manner and time • use of intensifier <i>very</i>
Discourse
<ul style="list-style-type: none"> • sentence connectives – <i>then, next</i>

Appendix 2: Observation Record – Entry Level 1

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

Criteria	Marks Available	Marks Awarded	Comments and examples of language used	IQA Comments	EQA Comments
TASK 2					
Communication	6 marks				
Pronunciation and intonation	2 marks				
Grammar	2 marks				
TASK 3					
Discussion	2 marks				
Communication	2 marks				

Pronunciation and intonation	2 marks				
Grammar	2 marks				



Total Marks Available	18 marks	Total Marks Awarded		PASS / FAIL	
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IQA Name:	EQA Name:
IQA Signature:	EQA Signature:
IQA sign-off date:	EQA sign-off date:

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ESOL Skills for Life

Speaking and Listening – Entry Level 1

Sample Candidate Paper ESOLSLE1BB/P

Number of tasks: 3

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

Learner ID

Centre Name

	Marks	Pass Mark	Pass/ Fail	Date completed	Tutor signature		
Task 1		6/9					
Task 2		12/18					
Task 3							
Internal Quality Assurer signature						Date	
External Quality Assurer signature						Date	

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Task 1

Instructions

(Tutors may read these instructions to candidates)

- Use a pen.
- 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 9 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 2.

Read the questions.

Listen to the recording.

Put a tick in the correct box ☒.

1. What is the Post Office opposite?

a

☐

b

☐

c)

☐

Marker
use only

Candidate Name:

This is not a live paper

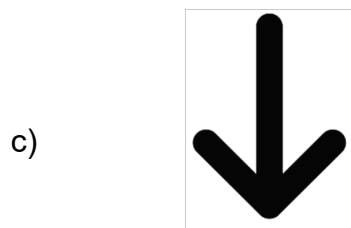
Learner ID:

Date of Birth:

Put a tick in the correct box ☒.

Marker
use only

2. At the end of the road turn:

☐☐☐

Candidate Name:

This is not a live paper

Learner ID:

Date of Birth:

Questions 3 to 5.

Read the questions.

Listen to the recording.

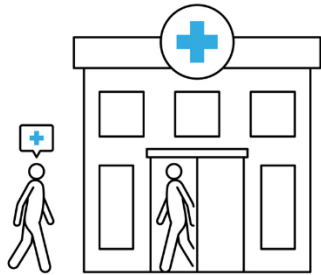
Put a tick in the correct box ☒.

3. Where is the message from?

a)

☐

b)

☐

c)

☐

4. What number do you press to find out what time it closes?

Marker
use only

Candidate Name:

This is not a live paper

Learner ID:

Date of Birth:

Put a tick in the correct box ☒.

5. Who can you speak to if you wait?

a)

☐

b)

☐

c)

☐

Marker
use only

Candidate Name:

This is not a live paper

Learner ID:

Date of Birth:

Questions 6 to 9.

Read the questions.

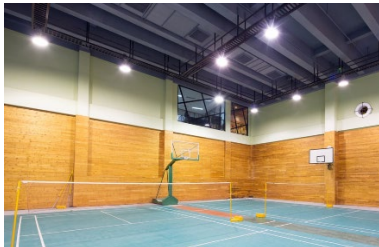
Listen to the recording.

6. What day is the party?

Put a tick in the correct box ☒.

7. Where is the party?

a)

☐

b)

☐

c)

☐

Marker
use only

8. What time does the party finish?

Marker
use only

Put a tick in the correct box ☒.

9. What food will there be?

a)

☐

b)

☐

c)

☐

Total marks for Task 1: 9 Marks

Candidate Name:

This is not a live paper

Learner ID:

Date of Birth:

Task 2 – Individual Speaking Activity

Candidate Instructions:

- You will 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 tutor after you complete the task.

Topic: Food

- Say what you like to eat, give **two** details
- Say when you eat this food
- Say what you like and do not like to cook

You can use the space below to make notes:

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Total marks for Task 2: 10 Marks

Task 3 – Discussion

Candidate Instructions:

- You will 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 tutor after you complete the task.

Topic A: Your ESOL classes

You will say three things to another person or small group about your ESOL classes. Then you will discuss the topic together.

- Say what you like and dislike
- Listen to the other person or people
- You can agree or disagree with them
- Ask at least **one** question

You can use the space below to make notes:

Marker
use only

Task 3 – Discussion

Candidate Instructions:

- You will 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 tutor after you complete the task.

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Topic B: The weather in the UK

You will say three things to another person or small group about the weather in the UK. Then you will discuss the topic together.

- Say what you like and dislike
- Listen to the other person or people
- You can agree or disagree with them
- Ask at least **one** question

You can use the space below to make notes:

Task 3 – Discussion

Candidate Instructions:

- You will 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 tutor after you complete the task.

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Topic C: Your favourite shop

You will say three things to another person or small group about your favourite shop. Then you will discuss the topic together.

- Say what you like and dislike
- Listen to the other person or people
- You can agree or disagree with them
- Ask at least **one** question

You can use the space below to make notes:

Total marks for Task 3: 8 Marks

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End of Assessment

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