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**ESOL Skills for Life**

**Speaking and Listening**

**Entry Level 1**

**Sample Assessor Pack and Candidate Paper**

Sample Assessment Code: ESOLSLE1AB/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
- 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

**Sample Assessment Code: ESOLSLE1AB/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).
- 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 special arrangements and reasonable adjustments 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.

## 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

- 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, they may record their own but the voice on the recording must not be that of the candidate's tutor.
- 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

<b>Female voice:</b>	<b>Questions 1 and 2.</b> A friend tells you how to get to the college.
<b>Male voice:</b>	Take bus number 5 to the City centre and get off at the market.
<b>Female voice:</b>	Now answer the questions. Put a tick in the correct box.

<b>Female voice:</b>	<b>Questions 3, 4 and 5.</b> A friend wants to do something with you.
<b>Male voice:</b>	Shall we meet at the football ground at 4 o'clock? The match starts at 4.30. The tickets are 13 pounds each.
<b>Female voice:</b>	Now answer the questions. Put a tick in the correct box.

<b>Female voice:</b>	<b>Questions 6 and 7.</b> Your friend, Lucia, tells you about her holiday plans
<b>Lucia:</b>	I would like a holiday in the mountains. The children like to be near the sea and Antonio, my husband, wants to be in the City. My mother is happy to stay at home.
<b>Female voice:</b>	Now answer questions 6 and 7.

## 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 and Guidance

### Questions 1 - 2

<b>Assessment Criteria</b>	1.1, 1.2
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Question	Answer	Marks Available
1.	b) bus no 5	1 mark
2.	b) Market	1 mark

<b>Total Marks Available</b>	<b>2 marks</b>
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### Questions 3 - 5

<b>Assessment Criteria</b>	1.1, 1.2
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Question	Answer	Marks Available
3.	b) stadium	1 mark
4.	c) 4.30	1 mark
5.	b) £13	1 mark

<b>Total Marks Available</b>	<b>3 marks</b>
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### Questions 6 - 7

<b>Assessment Criteria</b>	1.1, 1.2
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Question	Correct Answer	Marks Available
6.	1 mark for each of the following: a) 2 (City) b) 1 (Mountains) c) 4 (Sea)	3 marks
7.	b) Stay at home	1 mark

<b>Total Marks Available</b>	<b>4 marks</b>
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<b>Total Marks Available for Task 1</b>	<b>9 marks</b>
<b>Pass mark for Task 1</b>	<b>6 marks</b>



## Tasks 2 and 3 – Speaking and Listening

- 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. Candidates being recorded should announce their name before speaking for the first time for ease of identification. 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 - 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: You are taking part in a survey about your place of learning.

- Say where you study
- say what else you can do there – give 2 details
- say what you like about where you study

## Task 2 - Mark Scheme and Guidance

<b>Assessment Criteria</b>	2.1, 4.2
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### Communication - 2 marks for each bullet point (maximum 6 marks)

Candidate communicates task using appropriate vocabulary and expressions at Entry 1.	2 marks
Candidate has sufficient vocabulary and expressions to make them self understood. Tutor may need to ask for clarification or to prompt.	1 mark
No communication worthy of credit	0 marks

### Marks for pronunciation and intonation (maximum 2 marks for the whole task)

Candidate articulates sounds of English so as to be understood.	2 marks
Candidate articulates most sounds recognisably. Communication is not impaired.	1 mark
Pronunciation and intonation are such that communication is not achieved.	0 marks

### Grammar (maximum 2 marks for the whole task)

Statements and questions are grammatically well formed at Entry 1.	2 marks
Some grammatical errors occur but these do not impede communication.	1 mark
Grammatical errors are such that communication is not achieved.	0 marks

<b>Total Marks Available</b>	<b>10 marks</b>
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### 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.

#### Your life in the UK.

##### Topic A: Your favourite food

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

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

#### Your life in the UK.

##### Topic B: The city/town you live in

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

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

#### Your life in the UK.

##### Topic C: Your spare time

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

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

### Task 3 - Mark Scheme and Guidance

<b>Assessment Criteria</b>	2.1, 3.1, 4.1, 4.2
<b>Mark scheme</b>	Each candidate is to be assessed individually

#### Discussion (maximum 2 marks for the whole task)

Candidate maintains their role in the discussion. May request clarification or repetition.	2 marks
Candidate maintains their role in the discussion most of the time. May need help from the tutor.	1 mark
Candidate unable to maintain role in discussion.	0 marks

#### Communication (maximum 2 marks for the whole task)

Candidate communicates using appropriate vocabulary and expressions at Entry 1.	2 marks
Candidate has sufficient vocabulary and expressions to make them understood. Tutor may need to ask for clarification or to prompt.	1 mark
No communication worthy of credit.	0 marks

#### Pronunciation and intonation (maximum 2 marks for the whole task)

Candidate articulates sounds of English so as to be understood.	2 marks
Candidate articulates most sounds recognisably. Communication is not impaired.	1 mark
Pronunciation and intonation are such that communication is not achieved.	0 marks

#### Grammar (maximum 2 marks for the whole task)

Statements and questions are grammatically well formed at Entry 1.	2 marks
Some grammatical errors occur but these do not impede communication.	1 mark
Grammatical errors are such that communication is not achieved.	0 marks

<b>Total Marks Available</b>	<b>8 marks</b>
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<b>Total Marks Available for Tasks 2 and 3</b>	<b>18 marks</b>
<b>Pass Mark for Tasks 2 and 3</b>	<b>12 marks</b>

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

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



## Appendix 2: Entry 1 Speaking & listening – assessment guidance

A verbatim record is not required. Examples of language used to meet each criterion should be noted.

When there is no video evidence more annotations should be recorded to support assessment decisions.

### Task 2 – Mark Scheme and Guidance

#### Communication - 2 marks for each bullet point (maximum 6 marks)

<p><b>Candidate communicates task using appropriate vocabulary and expressions at Entry 1.</b></p>	<p><b>2 marks</b></p>	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> <li>• knowledge and use of common lexis – appropriate and relevant to task</li> <li>• using common adjectives and intensifiers – e.g. nice, good, happy, very</li> <li>• using expressions to express likes, dislikes – e.g. I like, I don't like, I hate</li> <li>• using expressions to express feelings – I'm happy</li> <li>• using common adverbs of place, manner and time – e.g. here, quickly, now</li> <li>• using there is / there are + noun – e.g. There is a restaurant</li> <li>• using 'have got' to indicate possession – e.g. I have got one son</li> <li>• using sentence connectives – e.g. then, next</li> <li>• making requests using modal can – e.g. Can you help me?</li> </ul> <p>(NB. Not all these examples will be required to achieve the task; vocabulary and expressions will vary depending on the task)</p>
<p><b>Candidate has sufficient vocabulary and expressions to make him/herself understood.</b></p> <p><b>Tutor may need to ask for clarification or to prompt.</b></p>	<p><b>1 mark</b></p>	<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>
<p><b>No communication worthy of credit.</b></p>	<p><b>0 marks</b></p>	<p>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.</p>

**Pronunciation and intonation (maximum 2 marks for the whole task)**

<b>Candidate articulates sounds of English so as to be understood.</b>	<b>2 marks</b>	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.
<b>Candidate articulates most sounds recognisably. Communication is not impaired.</b>	<b>1 mark</b>	The candidate can communicate well but incorrect stress on familiar words may cause some misunderstanding.
<b>Pronunciation and intonation are such that communication is not achieved.</b>	<b>0 marks</b>	Errors in pronunciation and intonation mean that the candidate cannot be understood at even a minimum level to achieve the task.

**Grammar (maximum 2 marks for the whole task)**

<b>Statements and questions are grammatically well formed at Entry 1.</b>	<b>2 marks</b>	<p>Grammatical structures may include:</p> <ul style="list-style-type: none"> <li>• use of present tense using accurate word order in simple statements.</li> <li>• use of modal can to express ability – i can swim</li> <li>• possession - my, mine, your, his, her</li> <li>• quantity - some, any, many</li> <li>• prepositions of place – e.g. next to, under, on</li> <li>• forming wh- questions – e.g. where do you live? what is your name?</li> <li>• forming questions using common modals – e.g. can you drive?</li> <li>• present continuous of common regular verbs</li> <li>• regular and irregular plurals</li> <li>• countable and uncountable nouns</li> <li>• definite and indefinite articles</li> </ul> <p>(NB. Not all these examples will be required to achieve the task grammar will vary depending on the task)</p> <p><b>One or two minor errors do not impede communication.</b></p>
<b>Some grammatical errors occur but these do not impede communication.</b>	<b>1 mark</b>	The candidate uses mostly correct grammar but there are errors for example in word order, forming questions, plurals, articles.
<b>Grammatical errors are such that</b>	<b>0</b>	Grammatical errors are such that the task is not

<b>communication is not achieved.</b>	<b>marks</b>	achieved at even a minimal level.
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### Task 3 – Mark Scheme and Guidance

#### Discussion (maximum 2 marks for the whole task)

<b>Candidate maintains their role in the discussion. May request clarification or repetition.</b>	<b>2 marks</b>	<p>Candidate interacts and takes part in the discussion.</p> <p>Discussion conventions may include:</p> <ul style="list-style-type: none"> <li>• asking for clarification or repetition – e.g. can you repeat that? sorry?</li> <li>• using simple markers e.g. I see, okay</li> <li>• asking simple questions for specific information such as personal details, location, directions.</li> <li>• expressing agreement - e.g. I agree with you. I don't agree. you are right.</li> <li>• expressing views – e.g. me too. I'm sorry, I don't know.</li> <li>• expressing ability – e.g. yes I can. no I can't.</li> <li>• expressing a preference – e.g. I like. I don't like.</li> </ul> <p>(NB. Not all these examples will be required to achieve the task; discussion conventions will vary depending on the task)</p>
<b>Candidate maintains their role in the discussion most of the time. May need help from the tutor.</b>	<b>1 mark</b>	<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>
<b>Candidate unable to maintain role in discussion.</b>	<b>0 marks</b>	<p>Discussion input is limited to single words and phrases which may not be relevant.</p> <p>Little or no interaction with others.</p>

#### Communication (maximum 2 marks for the whole task)

<b>Candidate communicates task using appropriate vocabulary and</b>	<b>2 marks</b>	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> <li>• knowledge and use of common lexis – appropriate and relevant to task</li> </ul>
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<p><b>expressions at Entry 1.</b></p>		<ul style="list-style-type: none"> <li>• using common adjectives and intensifiers – e.g. nice, good, happy, very</li> <li>• using expressions to express likes, dislikes – e.g. I like, I don't like, I hate</li> <li>• using expressions to express feelings – I'm happy</li> <li>• using common adverbs of place, manner and time – e.g. here, quickly, now</li> <li>• using there is / there are + noun – e.g. There is a restaurant</li> <li>• using 'have got' to indicate possession – e.g. I have got one son</li> <li>• using sentence connectives – e.g. then, next</li> </ul> <p>(NB. Not all these examples will be required to achieve the task; vocabulary and expressions will vary depending on the task)</p>
<p><b>Candidate has sufficient vocabulary and expressions to make him/herself understood.</b></p> <p>Tutor may need to ask for clarification or to prompt.</p>	<p><b>1 mark</b></p>	<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>
<p><b>No communication worthy of credit.</b></p>	<p><b>0 marks</b></p>	<p>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.</p>

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

<p><b>Candidate articulates sounds of English so as to be understood.</b></p>	<p><b>2 marks</b></p>	<p>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.</p>
<p><b>Candidate articulates most sounds recognisably. Communication is not impaired.</b></p>	<p><b>1 mark</b></p>	<p>The candidate can communicate well but incorrect stress on familiar words may cause some misunderstanding.</p>
<p><b>Pronunciation and intonation are such that communication is not achieved.</b></p>	<p><b>0 marks</b></p>	<p>Errors in pronunciation and intonation mean that the candidate cannot be understood at even a minimum level to achieve the task.</p>

**Grammar (maximum 2 marks for the whole task) NB As Task 2**

<p><b>Statements and questions are grammatically well formed at Entry 1.</b></p>	<p><b>2 marks</b></p>	<p>Grammatical structures may include:</p> <ul style="list-style-type: none"> <li>• use of present tense using accurate word order in simple statements.</li> <li>• use of modal can to express ability – i can swim</li> <li>• possession - my, mine, your, his, her</li> <li>• quantity - some, any, many</li> <li>• prepositions of place – e.g. next to, under, on</li> <li>• forming wh- questions – e.g. where do you live? what is your name?</li> <li>• forming questions using common modals – e.g. can you drive?</li> <li>• present continuous of common regular verbs</li> <li>• regular and irregular plurals</li> <li>• countable and uncountable nouns</li> <li>• definite and indefinite articles</li> </ul> <p>(NB. Not all these examples will be required to achieve the task; grammar will vary depending on the task)</p> <p><b>One or two minor errors do not impede communication.</b></p>
<p><b>Some grammatical errors occur but these do not impede communication.</b></p>	<p><b>1 mark</b></p>	<p>The candidate uses mostly correct grammar but there are errors for example in word order, forming questions, plurals, articles.</p>
<p><b>Grammatical errors are such that communication is not achieved.</b></p>	<p><b>0 marks</b></p>	<p>Grammatical errors are such that the task is not achieved at even a minimal level.</p>

### Appendix 3: Observation Record - Entry Level 1

<b>Centre name:</b>	<b>Centre number:</b>
<b>Learner name:</b>	<b>Candidate number:</b>

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

Grammar	<b>2 marks</b>				
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<b>IQA Name:</b> <b>IQA Signature:</b> <b>IQA sign-off date:</b>	<b>EQA Name:</b> <b>EQA Signature:</b> <b>EQA sign-off date:</b>	<b>PASS / FAIL</b>
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## ESOL Skills for Life

# Speaking and Listening – Entry Level 1

## Candidate Paper ESOLSLE1AB/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



This is not a live paper

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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.

How do you find your way to the college?

1. What number bus do you need to take?

a)



b)



2. Then get off at the:

a)



b)



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**Questions 3 to 5**

Read the questions.

Listen to the recording.

Put a tick  in the correct box.

**3.** Where are you going?

a)



b)



c)



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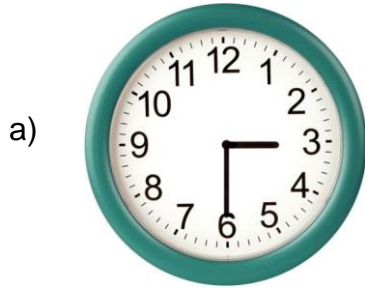
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4. What time does the match start?



5. How much are the tickets?

a) £3

b) £13

c) £23

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**Questions 6 to 7**

Read the questions.

Listen to the recording.

Your friend, Lucia, tells you about her holiday plans.

**6.** Draw a line between the people and the holiday places they like.

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a)



1)



b)



2)



c)



3)



4)



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7. What does Lucia's mother want to do?

a) Go to a city

b) Stay at home

c) Go with Lucia

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Total marks for Task 1: 9 Marks

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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.

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### Topic: You are taking part in a survey about your place of learning.

- Say where you study
- say what else you can do there – give 2 details
- say what you like about where you study

You may use the space below to plan:

Total marks for Task 2: 10 Marks



Candidate Name:

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## 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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### Your life in the UK.

#### Topic A: Your favourite food

You will say three things to another person or small group about the topic.

Then you will discuss the topic together.

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

You may use the space below to plan:

Candidate Name:

ID No:

Date of Birth:

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## 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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### Your life in the UK.

#### Topic B: The city/town you live in

You will say three things to another person or small group about the topic.

Then you will discuss the topic together.

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

You may use the space below to plan:

Candidate Name:

ID No:

Date of Birth:

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## 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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### Your life in the UK.

#### Topic C: Your spare time

You will say three things to another person or small group about the topic.

Then you will discuss the topic together.

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

You may use the space below to plan:

Total marks for Task 3: 8 Marks

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**End of Assessment**

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Gateway Qualifications  
01206 911 211  
[enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)  
@GatewayQuals