ESOL Skills for Life

Speaking and Listening

Entry Level 1

Assessor Pack and Candidate’s Papers

Assessment Code: ESOLSLE1AC/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 markschemes 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 at one time, but must all be completed under supervised conditions.
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Guidance on the conduct of the assessment of the speaking and listening tasks

- 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 any of the tasks should refer to the guidance in the specification.

- 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 should be encouraged to read the questions for Task 1 before listening to the recordings.

- 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.

- 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 the listening Task 1 and the combined pass mark for Tasks 2 and 3, as indicated below.
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.
- Each extract will be played three times. Candidates will then have time to respond to the questions before the next extract is played.
- The time allowed for this assessment is 30 minutes.

Transcript

Read questions 1 and 2.

You are starting a new ESOL class. You ask the way to the Adult Education Centre.

*Come out of the bus station near the supermarket. Walk across the street to the Centre.*

Now answer the questions. Put a tick in the correct box.

Read questions 3, 4 and 5.

You want to take some exercise with a friend.

*Let’s go to the swimming pool tomorrow morning. It costs 5 pounds each. We can meet in the car park at 11 o’clock.*

Now answer the questions. Put a tick in the correct box.

Read questions 6, 7 8 and 9.

Here is the weather forecast for the next few days.

*Monday will be bright and sunny. On Tuesday it will be cloudy and it will feel cool. On Wednesday there will be heavy rain. The forecast for Thursday is very stormy weather.*

Now answer the questions. Put a letter in the correct box.

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 completed 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

<table>
<thead>
<tr>
<th><strong>Assessment Criteria</strong></th>
<th>1.1, 1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mark Scheme</strong></td>
<td>1 mark per response</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Question</strong></th>
<th><strong>Correct Answer</strong></th>
<th><strong>Marks Available</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A - bus station</td>
<td>1 mark</td>
</tr>
<tr>
<td>2.</td>
<td>B - across the street</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

#### Questions 3, 4, 5

<table>
<thead>
<tr>
<th><strong>Assessment Criteria</strong></th>
<th>1.1, 1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mark Scheme</strong></td>
<td>1 mark per response</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Question</strong></th>
<th><strong>Correct Answer</strong></th>
<th><strong>Marks Available</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>B - swimming pool</td>
<td>1 mark</td>
</tr>
<tr>
<td>4.</td>
<td>A - £5</td>
<td>1 mark</td>
</tr>
<tr>
<td>5.</td>
<td>C - 11.00 (11 o’clock)</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

#### Questions 6, 7, 8, 9

<table>
<thead>
<tr>
<th><strong>Assessment Criteria</strong></th>
<th>1.1, 1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mark Scheme</strong></td>
<td>1 mark per response</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Question</strong></th>
<th><strong>Correct Answer</strong></th>
<th><strong>Marks Available</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Monday - B (sunny)</td>
<td>1 mark</td>
</tr>
<tr>
<td>7.</td>
<td>Tuesday - A (cloudy)</td>
<td>1 mark</td>
</tr>
<tr>
<td>8.</td>
<td>Wednesday - D (heavy rain)</td>
<td>1 mark</td>
</tr>
<tr>
<td>9.</td>
<td>Thursday - C (stormy)</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

| **Total Marks Available for Task 1** | 9 marks |
| **Pass mark**                           | 6 marks |
Tasks 2 and 3 – Speaking and Listening

- For Tasks 2 and 3 candidates will be given preparation time of 5 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 they 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 quality assurers.

- When carrying out assessment work with candidates working in pairs or groups assessors must ensure that they assess individual performance. Candidates 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.

- All assessments of Tasks 2 and 3 must be audio recorded. On the recording, each activity must be preceded by the following:
  - name of the candidate(s)
  - candidate ID(s)
  - name of the assessor
  - level of assessment
  - number of task
  - topic (where appropriate)
  - date task undertaken
Task 2 Individual speaking activity

- Candidates will complete this task in a small group with between two to five people.

- Each candidate has five minutes to prepare on their own before talking. The duration of the activity will depend upon the number of candidates being assessed but should not be more than five minutes per candidate.

- You should give the candidates being assessed the candidate instructions.

- Candidates may make notes. These must not be in full sentences. They must hand in their notes when they have completed the task.

**Candidate instructions**

You are talking to a new student on your course.

- Say where you live
- Say two things you do in your free time
- Say what you like about these activities
## Task 2 Mark scheme and guidance

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>2.1, 4.2</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate communicates task using appropriate vocabulary and expressions at Entry 1.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Candidate has sufficient vocabulary and expressions to make them self understood. Tutor may need to ask for clarification or to prompt.</td>
<td>1 mark</td>
</tr>
<tr>
<td>No communication worthy of credit</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate articulates sounds of English so as to be understood.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Candidate articulates most sounds recognisably. Communication is not impaired.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Pronunciation and intonation are such that communication is not achieved.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements and questions are grammatically well formed at Entry 1.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Some grammatical errors occur but these do not impede communication.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Grammatical errors are such that communication is not achieved.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

**Total Marks Available**

| Marks Available | 10 marks |
Task 3 Discussion

- Candidates will take part in a discussion with one or more people (up to five) about one of the three topics. These are:
  a) The place where you work.
  b) The place where you buy your food.
  c) A person who lives near you.

- The tutor will select the topic to be allocated to each group of candidates being assessed together.

- Each candidate has five minutes to prepare on their own before talking. The duration of the activity will depend upon the number of candidates being assessed but should not be more than five minutes per candidate.

- You should give the candidates being assessed the candidate instructions.

- Candidates may make notes. These must not be in full sentences. They must hand in their notes when they have completed the task.
Candidate Instructions – Topic A

The place where you work
You will say three things to another person or small group about the place where you work. 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.

Candidate Instructions – Topic B

The place where you buy your food
You will say three things to another person or small group about the place where you buy your food. 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.

Candidate Instructions – Topic C

A person who lives near you
You will say three things to another person or small group about a person who lives near you. 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 guidance

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>2.1, 3.1, 4.1, 4.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark scheme</td>
<td>Each candidate is to be assessed individually</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate maintains their role in the discussion. May request clarification or repetition.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Candidate maintains their role in the discussion most of the time. May need help from the tutor.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Candidate unable to maintain role in discussion.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate communicates using appropriate vocabulary and expressions at Entry 1.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Candidate has sufficient vocabulary and expressions to make them self understood. Tutor may need to ask for clarification or to prompt.</td>
<td>1 mark</td>
</tr>
<tr>
<td>No communication worthy of credit.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
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</thead>
<tbody>
<tr>
<td>Candidate articulates sounds of English so as to be understood.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Candidate articulates most sounds recognisably. Communication is not impaired.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Pronunciation and intonation are such that the communication is not achieved.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

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

<table>
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<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Grammatical errors are such that communication is not achieved.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Marks Available</th>
<th>8 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Marks Available for Tasks 2 and 3</td>
<td>18 marks</td>
</tr>
<tr>
<td>Pass Mark for Tasks 2 and 3</td>
<td>12 marks</td>
</tr>
</tbody>
</table>
Appendix 1: Adult ESOL core curriculum guidance.

<table>
<thead>
<tr>
<th>Simple sentences</th>
<th>Entry 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• word order in simple statements, e.g.:</td>
<td></td>
</tr>
<tr>
<td>subject – verb – object</td>
<td></td>
</tr>
<tr>
<td>subject – verb – adverb</td>
<td></td>
</tr>
<tr>
<td>subject – verb – adjective</td>
<td></td>
</tr>
<tr>
<td>subject – verb – prepositional phrase</td>
<td></td>
</tr>
<tr>
<td>• word order in instructions</td>
<td></td>
</tr>
<tr>
<td>• there is/are + noun (+ prepositional phrase)</td>
<td></td>
</tr>
<tr>
<td>• yes/no questions</td>
<td></td>
</tr>
<tr>
<td>• wh- questions</td>
<td></td>
</tr>
<tr>
<td>• question words what/who/where/how much/how many</td>
<td></td>
</tr>
<tr>
<td>• contracted form of auxiliary</td>
<td></td>
</tr>
<tr>
<td>• imperatives and negative imperatives</td>
<td></td>
</tr>
</tbody>
</table>

**Noun phrase**

• regular and common irregular plurals of nouns
• very common uncountable nouns
• personal pronouns
• demonstratives
• determiners of quantity
• indefinite article a/an with singular countable nouns
• definite article the
• possessives: my/your/his/her, etc

**Verb forms and time markers in statements, interrogatives, negatives and short forms**

• simple present tense of: be/have/do; common regular verbs
• have got – indicating possession
• present continuous of common regular verbs
• contracted forms of: subject and auxiliary; auxiliary and negative
• Modals: can + bare infinitive to express ability; would + like for requests
• use of on, off, in, out

**Adjectives**

• Common adjectives after be

**Adverbs and prepositional phrases**

• common prepositions and prepositional phrases of place
• simple adverbs of place, manner and time
• use of intensifier very

**Discourse**

• sentence connectives – then, next
Fill in your name, date of birth and registration number in the box above.

<table>
<thead>
<tr>
<th>Task 1 Pass Mark</th>
<th>Task 1 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task 2 &amp; 3 Pass Mark</th>
<th>Task 2&amp;3 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/18</td>
<td></td>
</tr>
</tbody>
</table>

Pass/Fail __________________________

Tutor signature: __________________________ Date: __________________________

Internal Quality Assurer signature: __________________________ Date: __________________________
Instructions for Task 1

- 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 ✓.

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 and 2

Read the questions.

Listen to the recording. You will hear it three times. You may make notes while you listen to the recording.

Now answer the questions.

Put a tick [✓] in the correct box.

How do you get to your ESOL class?

1. First come out of the:

   a) 

   b) 

2. Then walk:

   a) b) 

Candidate Name: ______________________________________

ID No: ______________________        Date of Birth:___________________
Questions 3, 4 and 5

Read the questions.

Listen to the recording. You will hear it 3 times.

Put a tick ☑️ in the correct box.

3. Where are you going to take some exercise?

a) [Image of people exercising on gym balls]

b) [Image of a person swimming]

c) [Image of people walking along a path]
4. How much does it cost for each person?
   a) £5
   b) £7
   c) £9

5. When are you meeting your friend?
   a) 7:00
   b) 10:00
   c) 11:00

Question 6 (7, 8 and 9)
Read the question.
Listen to the recording. You will hear it 3 times.
What will the weather be like for the next few days?
Match the symbols with the correct days of the week.

   Monday
   Tuesday
   Wednesday
   Thursday

A)  
B)  
C)  
D)  

Total marks Task 1: 9
Task 2 - Individual speaking activity

Instructions

- 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.
- Use the space below to make notes.

**Candidate Instructions**

You are talking to a new student on your course.

- Say where you live
- Say two things you do in your free time
- Say what you like about these activities

You may make notes here

Total Marks for Task 2: 10
Task 3a Discussion

- 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.
- Use the space below to make notes.

**Candidate Instructions – Topic A**

**The place where you work**
You will say three things to another person or small group about the place where you work. 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.

---

Total Marks for Task 3: 8
Task 3b Discussion

- 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.
- Use the space below to make notes.

Candidate Instructions – Topic B

The place where you buy your food

You will say three things to another person or small group about the place where you buy your food. 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.

Total Marks for Task 3: 8
Task 3c Discussion

- 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.
- Use the space below to make notes.

Candidate Instructions – Topic C

A person who lives near you

You will say three things to another person or small group about a person who lives near you. 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.
END OF ASSESSMENT