ESOL Skills for Life
Speaking and Listening
Entry Level 2
Assessor Pack and Candidate Papers

Assessment Code: ESOLSLE2AC/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, the mark schemes and the 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.
Contents
Assessor Pack .......................................................................................................................... 3
Guidance on the conduct of the assessment ............................................................................. 4
Task 1 – Listening .................................................................................................................... 5
  Transcript ............................................................................................................................... 5
Task 1 General marking guidance and assessment principles .................................................. 6
Task 1 Mark scheme and guidance .......................................................................................... 7
Tasks 2 and 3 – Speaking and Listening .................................................................................. 8
  Task 2 Individual speaking activity ....................................................................................... 9
  Task 2 Mark scheme and guidance ....................................................................................... 11
  Task 3 Discussion ................................................................................................................ 12
  Task 3 Mark scheme and guidance ....................................................................................... 14
Appendix 1: Adult ESOL Core Curriculum guidance ............................................................. 15

Candidate Paper ...................................................................................................................... 17
Task 1 - Listening ................................................................................................................... 20
Task 2 - Individual speaking activity ...................................................................................... 23
Task 3 – Discussion ............................................................................................................... 24
ESOL Skills for Life
Speaking and Listening
Entry 2

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.

Assessment Code: ESOLSLE2AC/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 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 through the questions for Task 1 before the recording is played for the first time.

- 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.
- Candidates should be encouraged to read through the questions before the recording is played for the first time.
- Each extract will be played three times.
- The time allowed for this assessment is 30 minutes.

Transcript

Read questions 1 to 6.

Listen to this voicemail message from your friend.

Hi it’s Helena! Please, I need your help! I’m on the bus stuck in traffic so I can’t collect my son from school! Could you please collect him at 3.30? I can meet you at your house at 4 o’clock. I hope that’s ok! Sorry, please call me straight away!

Now answer the questions.

Read questions 7 – 10.

Listen to this announcement at the airport.

Attention passengers. This is an announcement for people travelling on flight number EZ251 to Paris. We regret to inform you that the flight is delayed by 4 hours because of bad weather in France. Please go to the information desk immediately.

Now answer the questions.

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 outside the box must be credited.

• Candidates will not be penalised for incorrect spelling as long as meaning is clear.

Learner Instructions for Task 1

• Use a pen.

• You have 30 minutes to complete Task 1.

• You will have 10-25 minutes to complete Task 2, and 10-25 minutes to complete Task 3.

• 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 12 marks. This paper has 32 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 Mark scheme and guidance

#### Questions 1-6

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>1.1, 1.2, 1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Scheme</td>
<td>1 mark per response</td>
</tr>
<tr>
<td></td>
<td>Bracketed information not needed for correct response.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct Answer</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>b) stressed</td>
<td>1 mark</td>
</tr>
<tr>
<td>2.</td>
<td>a) On a bus</td>
<td>1 mark</td>
</tr>
<tr>
<td>3.</td>
<td>(her) son (from school)</td>
<td>1 mark</td>
</tr>
<tr>
<td>4.</td>
<td>3.30.</td>
<td>1 mark</td>
</tr>
<tr>
<td>5.</td>
<td>your house 4 o’clock</td>
<td>2 marks</td>
</tr>
<tr>
<td>6.</td>
<td>call (her)</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct Answer</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>EZ 251</td>
<td>1 mark</td>
</tr>
<tr>
<td>8.</td>
<td>b) Paris</td>
<td>1 mark</td>
</tr>
<tr>
<td>9.</td>
<td>4 hours</td>
<td>1 mark</td>
</tr>
<tr>
<td>10.</td>
<td>bad weather (in France)</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>Also accept: weather</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>c) the information desk</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

### Questions 7-11

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>1.1, 1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Scheme</td>
<td>1 mark per response</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct Answer</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>EZ 251</td>
<td>1 mark</td>
</tr>
<tr>
<td>8.</td>
<td>b) Paris</td>
<td>1 mark</td>
</tr>
<tr>
<td>9.</td>
<td>4 hours</td>
<td>1 mark</td>
</tr>
<tr>
<td>10.</td>
<td>bad weather (in France)</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>Also accept: weather</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>c) the information desk</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

**Total Marks Available for Task 1**: 12 marks

**Pass mark**: 8 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.

- A sample of assessments of Tasks 2 and 3 must be audio recorded please refer to the ESOL handbook for details. On the recording, each activity must be preceded by the following:
  - name of the candidate(s)
  - candidate IDs
  - 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.

- The approximate duration of this 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.

- 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.

- The tutor 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

You will complete this task in a small group with between 2 and 5 people.

**Topic:**

Your class is talking about parties and celebrations

- Say what types of celebrations or parties you like going to
- Describe a party or celebration you went to recently
- Say what celebration or party you are going to have in the future

Candidate 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 at the end of the assessment.
### Task 2 Mark scheme and guidance

#### Assessment Criteria
| 2.1, 2.2, 2.3, 3.1, 4.3 |

#### 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 fully, sequencing information and using</td>
<td>2 marks</td>
</tr>
<tr>
<td>appropriate vocabulary and expressions at Entry 2.</td>
<td></td>
</tr>
<tr>
<td>Candidate communicates task with some omission but has sufficient</td>
<td>1 mark</td>
</tr>
<tr>
<td>vocabulary and expressions to make him/herself understood. Tutor may need</td>
<td></td>
</tr>
<tr>
<td>to ask for clarification or to prompt.</td>
<td></td>
</tr>
<tr>
<td>Candidate communicates no relevant information or can only</td>
<td>0 marks</td>
</tr>
<tr>
<td>communicate with substantial support from the tutor.</td>
<td></td>
</tr>
</tbody>
</table>

#### Marks for performance (maximum 2 marks across the whole task)

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate articulates sounds of English using stress and intonation to</td>
<td>2 marks</td>
</tr>
<tr>
<td>make speech comprehensible and meaning understood.</td>
<td></td>
</tr>
<tr>
<td>Candidate articulates most sounds recognisably with some appropriate</td>
<td>1 mark</td>
</tr>
<tr>
<td>stress and intonation. Communication is not impaired.</td>
<td></td>
</tr>
<tr>
<td>Sounds are insufficiently English for communication to be 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 sufficiently grammatically accurate to be</td>
<td>2 marks</td>
</tr>
<tr>
<td>understood at Entry 2.</td>
<td></td>
</tr>
<tr>
<td>Some grammatical errors occur that at times 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

| 10 marks |
Task 3 Discussion

- This task is to be completed with between two and five candidates.

- The 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.

- You should select a topic from one of the two listed below and give one to each member of the group.

- Candidates will be given the topic five minutes before the assessment so they can familiarise themselves with the subject matter and the vocabulary.

- In their pair or group they will listen to each other and ask questions, discussing what they like and dislike and what they think and feel. The tutor should monitor the interchange to help ensure that candidates are not unfairly penalised by the performance of others and should intervene if necessary to ensure fairness of assessment opportunity. Whatever the size of the group tutors should ensure that candidates have at least two opportunities to respond and express likes/dislikes etc. and to ask at least one question.

- 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 3 Discussion

Candidate Instructions:

- You will complete this task in a small group between 2 and 5 people.
- You have 5 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 at the end of the assessment.

**Topic A – A healthy life**

In your group or pair, you will each make a few statements about the topic you have prepared and then discuss it together.

- Give your opinions
- Listen to your partner/group and respond to their questions and contributions. (You can agree or disagree with each other).
- Ask at least one question.

**Topic B – Free time/hobbies**

In your group or pair, you will each make a few statements about the topic you have prepared and then discuss it together.

- Give your opinions
- Listen to your partner/group and respond to their questions and contributions. (You can agree or disagree with each other).
- Ask at least one question.
### Task 3 Mark scheme and guidance

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>2.1,2.2,3.1.4.1,4.2,4.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark scheme</td>
<td>Each candidate is to be assessed individually</td>
</tr>
</tbody>
</table>

#### Discussion

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

#### Response

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Candidate responds to the contributions of others in discussion. May request clarification or repetition.</td>
<td>2 marks</td>
</tr>
<tr>
<td></td>
<td>Candidate understands the contributions of others in discussion and responds some of the time. May need help from the tutor.</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>Candidate does not always understand contributions of others and is unable to respond.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

#### Communication

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Candidate communicates information and asks a question in discussion using appropriate vocabulary and expressions at Entry 2.</td>
<td>2 marks</td>
</tr>
<tr>
<td></td>
<td>Candidate has sufficient vocabulary and expressions to make him/herself understood in discussion. Communicates some information and attempts a question. Tutor may need to ask for clarification or to prompt.</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>Candidate communicates little or no relevant information.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

#### Pronunciation and intonation

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Candidate articulates sounds of English using stress and intonation to make speech comprehensible and meaning understood.</td>
<td>2 marks</td>
</tr>
<tr>
<td></td>
<td>Candidate articulates most sounds recognisably with some appropriate stress and intonation. Communication is not impaired.</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>Sounds are insufficiently English for communication to be achieved.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

#### Grammar

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statements and questions are sufficiently grammatically accurate to be understood at Entry 2.</td>
<td>2 marks</td>
</tr>
<tr>
<td></td>
<td>Some grammatical errors occur that at times impede communication.</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<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>10 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Marks Available for Tasks 2 and 3</td>
<td>20 marks</td>
</tr>
<tr>
<td>Pass Mark for Tasks 2 and 3</td>
<td>13 marks</td>
</tr>
</tbody>
</table>
## Appendix 1: Adult ESOL Core Curriculum guidance

### Simple and compound sentences

<table>
<thead>
<tr>
<th>Entry 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>word order in compound sentences, e.g.: subject – verb – (object) + and/but + subject – verb – (object)</td>
</tr>
<tr>
<td>**there was/were/<strong>there is going to be</strong></td>
</tr>
<tr>
<td>clauses joined with conjunctions and/but/or</td>
</tr>
<tr>
<td>a limited range of common verbs + -ing form</td>
</tr>
<tr>
<td>verb + infinitive with and without to</td>
</tr>
<tr>
<td><strong>wh-</strong> questions</td>
</tr>
<tr>
<td>comparative questions alternative questions</td>
</tr>
<tr>
<td>question words when, what time, how often, why, how and expressions</td>
</tr>
<tr>
<td>statements with question tags, using Entry 1 and Entry 2 tenses</td>
</tr>
</tbody>
</table>

### Noun phrase

- countable and uncountable nouns
- simple noun phrases
- object and reflexive pronouns
- determiners of quantity – any, many
- use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives
- possessive s and possessive pronouns

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

- simple present tense of: regular transitive and intransitive verbs with frequency adverbs and phrases
- simple past tense of regular and common irregular verbs with time markers such as ago
- future time using: present continuous; use of time markers
- modals and forms with similar meaning: must to express obligation; mustn’t to express prohibition; have to, had to, to express need; could to make requests; couldn’t to express impossibility
- use of simple modal adverbs: possibly, probably, perhaps
- very common phrasal verbs

### Adjectives

- adjectives and adjective word order
- comparatives, regular and common irregular forms

### Adverbs and prepositional phrases

- prepositions and prepositional phrases of place and time
- adverbs and simple adverbial phrases word order with adverbs and adverbial phrases including:
  - sequencing: (after that); of time and place (in the morning, at the bus stop); of frequency: (always, sometimes); of manner (carefully, quickly)
  - word order
  - use of intensifiers, e.g. really, quite, so

### Discourse

- adverbs to indicate sequence – first, finally
- use of substitution
- markers to structure spoken discourse
ESOL Skills for Life

Speaking and Listening

Entry Level 2

Candidate Paper

Assessment Code: ESOLSLE2AC/P

<table>
<thead>
<tr>
<th>Candidate name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gateway Qualifications registration number:</td>
<td>DOB: __________</td>
</tr>
<tr>
<td>Centre name:</td>
<td></td>
</tr>
<tr>
<td>Date &amp; time assessment:</td>
<td></td>
</tr>
<tr>
<td>Number of tasks:</td>
<td>3</td>
</tr>
</tbody>
</table>

Fill in your name, date of birth and registration number in the box above.

<table>
<thead>
<tr>
<th>Task 1 Pass Mark</th>
<th>8/12</th>
<th>Task 1 Marks</th>
<th>Task 2 Marks</th>
<th>Task 2 &amp; 3 Pass Mark</th>
<th>13/20</th>
<th>Task 3 Marks</th>
<th>Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor signature:</td>
<td></td>
<td>Date: _______</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Quality Assurer signature:</td>
<td>Date: _______</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>External Quality Assurer signature:</td>
<td>Date: _______</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tutor signature:

Internal Quality Assurer signature:

External Quality Assurer signature:
Task 1 Instructions

- Use a pen.
- You have 30 minutes to complete Task 1.
- You will have 10-25 minutes to complete Task 2, and 10-25 minutes to complete Task 3.
- 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 12 marks. This paper has 32 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

Read questions 1 to 6

Listen to the voicemail message from a friend. You will hear it three times.

You may make notes while you listen to the recording.

Put a tick ☑ in the correct box.

1. Your friend is:
   a) happy  ☐
   b) stressed ☐
   c) relaxed ☐

2. Your friend is:
   a) on a bus ☐
   b) in her car ☐
   c) on a train ☐

3. She wants you to collect _______________________________

4. You should arrive at the school at __________________________

5. You should meet your friend at
   ______________________ (Place)
   ______________________ (Time)

6. You have to ___________________________ straight away.
Read questions 7 to 11

You are at the airport. Listen to the announcement. You will hear the announcement three times. You may make notes while you listen to the recording.

Now answer the questions.

7. The flight number is ____________________________

8. The flight is going to
   a) Venice  
   b) Paris    
   c) New York

9. There is a delay of ________ hours

10. Reason for delay __________________________________________

11. Where should passengers go immediately?

__________________________________________________________

Total Marks for Task 1: 12
Task 2 - Individual speaking activity

You will complete this task in a small group with between 2 and 5 people.

Topic:
Your class is talking about parties and celebrations

• Say what types of celebrations or parties you like going to
• Describe a party or celebration you went to recently
• Say what celebration or party you are going to have in the future

Candidate 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 at the end of the assessment.

You can make notes here:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Total Marks for Task 2: 10
Task 3 – Discussion

Candidate Instructions:
- You will complete this task in a small group between 2 and 5 people.
- You have 5 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 at the end of the assessment.

**Topic A – A healthy life**

In your group or pair, you will each make a few statements about the topic you have prepared and then discuss it together.

- Give your opinions.
- Listen to your partner/group and respond to their questions and contributions. (You can agree or disagree with each other).
- Ask at least one question.

You can make notes here:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Total Marks for Task 3: 10
Task 3 – Discussion

Candidate Instructions:

- You will complete this task in a small group between 2 and 5 people.
- You have 5 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 at the end of the assessment.

Topic B – Free time/ hobbies

In your group or pair, you will each make a few statements about the topic you have prepared and then discuss it together.

- Give your opinions.
- Listen to your partner/group and respond to their questions and contributions. (You can agree or disagree with each other).
- Ask at least one question.

You can make notes here:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Total Marks for Task 3: 10
END OF ASSESSMENT