ESOL Skills for Life

Speaking and Listening Entry 1
Sample Assessment 1

Theme – Travelling in the UK

Learner Name: ____________________________

Learner ID: ______________________________

Learner Signature: _________________________

Date: _____________________________________

- learners should use a pen
- learners should write in black or blue ink
- learners should attempt all questions / tasks

Time allowed: 30 minutes
Section A

Complete the listening tasks 1) and 2) below.

Listening tasks

1) You will hear an announcement twice. Listen to it carefully. Where would you hear this announcement?

Circle the correct answer below.

a) Airport

b) Train station

c) Supermarket

2) You will hear an announcement twice. Listen to it carefully. What should you do now?

Circle the correct answer below.

a) Buy a present.

b) Make sure you have your boarding pass and passport ready.

c) Go to the toilet before your journey.

continue(d) on next page
Follow instructions below for the speaking tasks.

Speaking tasks

You are at the airport. You want to go to gate 7.

Do the following.

- a) Politey ask to talk to the airport assistant.
- b) Ask the airport assistant how to get to gate 7.
- c) Listen carefully to any questions. Be ready to answer them.

end of Section A
Section B

Complete the listening tasks 1) and 2) below.

Listening tasks

1) You will hear a student talking about travelling to college. You will hear this twice. Does the student travel on foot, by car or by bicycle?

Circle the correct answer below.

a) On foot

b) By car

c) By bicycle

2) Listen again to the passenger. Below are three statements.

Put a tick (✓) next to the ones which are true and a cross (X) next to those which are false.

☐ a) You can exercise.

☐ b) It is expensive.

☐ c) There are dogs in the park.

continue(d) on next page
Follow instructions below for the speaking tasks.

Speaking tasks

You are at college and want to park your bike nearby. Do the following.

a) Ask the receptionist if they can help.

b) Ask where you can park your bike.

c) Listen carefully to any questions. Be ready to answer them.

end of Section B
**ASSESSMENT Record**

(See separate 'Mark Scheme' document for assessment guidance)

**LISTENING - SECTION A and SECTION B**

Assessor’s record for AC 11 and 1.2 Achievement Sections A and B

<table>
<thead>
<tr>
<th>Assessment Criteria met?</th>
<th>Section A</th>
<th>Section B</th>
<th>Achieved?</th>
<th>Date</th>
<th>Assessor’s signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 11_Q1</td>
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<tr>
<td>AC 1.2_Q2</td>
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</table>

**SPEAKING SECTION A**

For AC 2.1, 4.1 and 4.3, the learner should be assessed throughout the whole speaking exercise. For AC 3.1, 3.2, 2.2, 1.3, and 4.2, the learner should do the following at specific points.

Mark below to indicate if AC achievement by this learner in Section A

<table>
<thead>
<tr>
<th>AC 2.1</th>
<th>AC 4.1</th>
<th>AC 4.3</th>
<th>AC 3.1</th>
<th>AC 3.2</th>
<th>AC 2.2</th>
<th>AC 1.3</th>
<th>AC 4.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner is able to make themselves understood to a sympathetic listener.</td>
<td>The learner is able to take part in a basic interaction.</td>
<td>The learner makes responses which are appropriate.</td>
<td>Gains the airport assistant’s attention.</td>
<td>Asks how to get to gate 7.</td>
<td>Repeats their question asking how to get to gate 7.</td>
<td>Indicates they have understood how to get to gate 7.</td>
<td>Indicates if they will be able to manage the steps at the airport</td>
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</table>

**SPEAKING SECTION B**

For AC 2.1, 4.1 and 4.3, the learner should be assessed throughout the whole speaking exercise. For AC 3.1, 3.2, 2.2, 1.3, and 4.2, the learner should do the following at specific points.

Mark to indicate if AC achievement by this learner in Section B

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<th>AC 4.1</th>
<th>AC 4.3</th>
<th>AC 3.1</th>
<th>AC 3.2</th>
<th>AC 2.2</th>
<th>AC 1.3</th>
<th>AC 4.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner is able to make themselves understood to a sympathetic listener.</td>
<td>The learner is able to take part in a basic interaction.</td>
<td>The learner makes responses which are appropriate.</td>
<td>Requests help</td>
<td>Asks about parking their bike nearby.</td>
<td>Signifies understanding of location of bike hanger.</td>
<td>Indicates understanding of the bike hanger code.</td>
<td>Indicates whether they need any more help.</td>
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</tbody>
</table>

**SUMMARY** assessment record on next page.
### Assessor to complete

<table>
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<tr>
<th>AC</th>
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### Internal (IM) and External (EM) Moderator to complete, if included in sample

#### Moderation record

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Name of IM: 

Name of EM: