ESOL Skills for Life

Speaking and Listening Entry 3
Sample Assessment 1

Theme – Travelling in the UK

Learner Name: __________________________________________

Learner ID: ____________________________________________

Learner Signature: ______________________________________

Date: __________________________________________________

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

Time allowed: 60 minutes
Complete the listening tasks 1) and 2) below.

1) You will hear three announcements. Listen to them carefully.

Write the type of transport which goes with the instructions below.

<table>
<thead>
<tr>
<th>INSTRUCTIONS</th>
<th>TYPE OF TRANSPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place your large bag into the overhead locker</td>
<td></td>
</tr>
<tr>
<td>Wear the seatbelts provided</td>
<td></td>
</tr>
<tr>
<td>Stand back from the edge of the platform</td>
<td></td>
</tr>
</tbody>
</table>
2a) Listen to the presentation about the dangers of texting while walking.

In the boxes below, put a **tick (✔)** next to sentences which are true and a **cross (✘)** next to those which are false.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True/False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texting while walking is more dangerous than texting while cycling.</td>
<td>✔</td>
</tr>
<tr>
<td>People forget how to walk properly.</td>
<td>✔</td>
</tr>
<tr>
<td>Over 6,000 people visited the hospital last year.</td>
<td>❌</td>
</tr>
<tr>
<td>Pedestrians always protect their head.</td>
<td>✔</td>
</tr>
</tbody>
</table>

2b) Listen again.

Which **two** of the following does the speaker claim are the main reasons why texting stops people from walking correctly?

**Circle** the **two** correct answers below.

- a) People are not able to focus on the road.
- b) People are absentminded.
- c) People prefer video calling.
- d) Texting is cheaper than calling.
Speaking tasks

Section A Conversation

**Conversation**

You are going to have a conversation about your future travel plans.

Do the following.

- **a)** Be ready to talk about your future travel plans. You should say where you are going, who with, how long you're going away for, and the reason for your travels.

- **b)** Be ready to answer questions about your future travel plans.

- **c)** Once you have finished, you should be ready to listen to your assessor talk about their future travel plans.

- **d)** Ask them to explain their travel plan to you, particularly where they are going, who with, how long they're going away for, and the reason for their travels.

*continue(d) on next page*
Section A Discussion

In your discussion, make sure that you:

- contribute to the discussion
- listen to others and explore any points they make.

For this discussion task, you will be in a group with others discussing proposed changes in the area where you live. Read the following text and in your group, answer the questions set out below.

The plan is for new cycle lanes across the town centre and the closure of some roads.

Roads will be safer and more accessible for everyone. The proposal encourages local people to cycle or walk rather than drive for short journeys.

Discuss the following questions.

- What do you like about the plan?
- What don’t you like about the plan?
- Would the plan encourage people to cycle or walk more?
- Is there anything you would change?

end of Section A
Section B

Complete listening tasks 1), 2) and 3) below.

1) You will hear a talk. Listen to it carefully.

Read the statements below and **tick (✓) only those that are true.**

- It is encouraging you to walk more. □
- It tells you that going to the gym is better than walking. □
- It provides useful information for people that want to keep fit. □

Assessor to tick below if AC met

2) In the talk you heard the following health problems:

**cancer - stroke - high blood pressure - heart attack - high cholesterol**

List the health problems **in the order** the speaker mentions them.

<table>
<thead>
<tr>
<th>1)</th>
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<tbody>
<tr>
<td>2)</td>
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<td>5)</td>
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</table>

continue(d) on next page
3) There is **one error** in the list below.

Put a line through the information **not** in the presentation.

- Take an easy paced 15 minute walk.
- Drink plenty of water while walking.
- Add a few extra minutes each time.
- Aim for a brisk pace.
Speaking tasks

Section B Conversation

**Conversation**

You want to join a local charity walk. You need to get some information at the Town Hall.

Your assessor will be the charity walk information person.

Do the following.

a) Find out:
   - how much an adult ticket for the charity walk costs
   - the route and the length of the walk
   - what you should take with you
   - if you will be able to get refreshments on the walk.

b) Book a ticket using the following information:
   - ticket for next month
   - you would like to join a training walk group.

c) Be ready to answer questions from the assessor.
Section B Discussion

For this discussion task, you will be in a group with others to organise your end of term trip.

In your discussion, make sure that you:

- contribute to the discussion.
- listen to others and explore any points they make.
- come to a decision which the whole group can accept.
Imagine you are organising your end of term trip together as a group to somewhere in your area.

Discuss the following questions.

- Where would you most like to go and why?
- Where would you **not** want to go and why?
- Agree together where you would go on a trip.
For Administration only

Assessment Record

(See separate ‘Mark Scheme’ document for assessment guidance)

LISTENING - SECTION A and SECTION B

Assessor’s record for AC 11 to 1.3 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 1.1</td>
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<td>AC 1.2</td>
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<td>AC 1.3</td>
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</table>

SPEAKING SECTION A

For AC 2.1, 2.2, 2.3, 2.4 the learner should be assessed throughout the whole speaking exercise. For AC 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, the learner should do the following at specific points.

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

<table>
<thead>
<tr>
<th>AC 2.1</th>
<th>AC 2.2</th>
<th>AC 2.3</th>
<th>AC 2.4</th>
<th>AC 2.5</th>
<th>AC 3.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner uses appropriate stress intonation and pronunciation.</td>
<td>The learner expresses clear statements of fact, information, short explanations, accounts or short description.</td>
<td>The learner uses different sentence forms, verb forms (including past tenses) and language of comparison as appropriate.</td>
<td>The learner adjusts the formality of their language and register according to the situation.</td>
<td>Give simple directions or instructions using sequencers.</td>
<td>Make and respond to requests for information using appropriate language forms.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>AC 3.2</th>
<th>AC 3.3</th>
<th>AC 4.1</th>
<th>AC 4.2</th>
<th>AC 4.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarify and confirm understanding.</td>
<td>Form a range of questions with appropriate language forms to obtain factual information, directions, descriptions or explanations.</td>
<td>Make contributions relevant to the discussion.</td>
<td>Make appropriate suggestions with some accuracy.</td>
<td>Express and respond appropriately to feelings and preferences using a range of language forms.</td>
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</tbody>
</table>

SPEAKING SECTION B on next page
**SPEAKING SECTION B**

For AC 2.1, 2.2, 2.3, 2.4 the learner should be assessed throughout the whole speaking exercise. For AC 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, the learner should do the following at specific points.

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

<table>
<thead>
<tr>
<th>AC 2.1</th>
<th>AC 2.2</th>
<th>AC 2.3</th>
<th>AC 2.4</th>
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<th>AC 3.1</th>
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**SUMMARY assessment record on next page**
Assessment Record

SUMMARY & SIGN OFF

Assessor to complete

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Internal (IM) and External (EM) Moderator to complete, if included in sample

<table>
<thead>
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<th>Moderation record</th>
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