
ESOL Skills for Life

Speaking and Listening Level 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: 80 minutes

Section A

Listening tasks

Complete the listening tasks 1) to 3) below.



1) You are going to hear four different travel announcements.

Circle the four modes of transport which are mentioned:

motor vehicles

cycles

trains

underground

buses

river transport

What is the purpose of these announcements?

Circle the correct option below:

to warn about travel problems

to provide safety information

to give information about weather

AC 1.2

continue(d) on next page

2) Two announcements include numbers.

Listen again and **write them down** and **what they represent** e.g. a flight number.

Number	What does this represent?

AC 1.1

3) Apart from buses, what **public transport should you **avoid** using today and what public transport is operating without any problems today?**

Listen again and complete the spaces below:

avoid	
no problems	

AC 1.3

continue(d) on next page

Speaking tasks

1) Conversation

You are going to have a conversation with your assessor about a difficult journey.

The conversation should last between 5 and 10 minutes.

a) First, you will listen to your assessor describing a difficult journey. Ask questions to get more details.

You should **ask** at least **three** questions.

b) Then you will speak about a difficult journey you made.

Answer questions from your assessor.

The following questions might help you to think about what you are going to say.

- Where was the journey from and to?
- When was the journey made?
- Were you on your own or with other people?
- What made it difficult?
- How did the journey end?

continue(d) on next page

2) Discussion

You will be in a group and together you are going to decide between two possible activities to do in your area.

You will need to agree which **one** you are going to do as a group.

Information about the two activities is included in **Appendix A**, on the next page.

The discussion should last between 10 and 15 minutes.

In your discussion, make sure that you:

- decide what you like about each activity and if there is anything you don't like
- explain these to the rest of the group
- decide which you would prefer
- try to persuade your group to take part in this activity
- remember to listen to and respect each other's opinions.

continue(d) on next page

APPENDIX A

Discussion - Section A

Below are two experiences you can have in your area. As a group you are going to discuss **which one** you would most like to do.

Read through the information first.

Experience 1

British Airways i360 Tower experience

Glide up slowly to 450 ft in the giant glass viewing pod. Enjoy 360 degree views across the rooftops of Brighton, up to the South Downs, across the coastline to the Seven Sisters and looking west to the Isle of Wight. The pod is heated and air-conditioned to ensure year-round comfort and it is fully accessible for wheelchair users. A viewing map is available and a multi-lingual app, available in 10 languages, can be downloaded before you board.

Experience 2

Zip wire experiences

Enjoy the ultimate tree-top thrill as you descend through the beautiful Cumbrian forests on four amazing zip wires suspended high up among the treetops. This is the longest zip wire experience currently available in the UK. You'll start your adventure with a safety briefing after which it will be time to tackle the 20 minute up-hill walk from the training area to the vehicle pick-up point. Here you'll be driven by Land Rover up winding mountain roads to the start of the course.

Now discuss both these possibilities and agree which **one** you would like to do as a group. Remember to listen to the other members of your group and to respect their opinions.

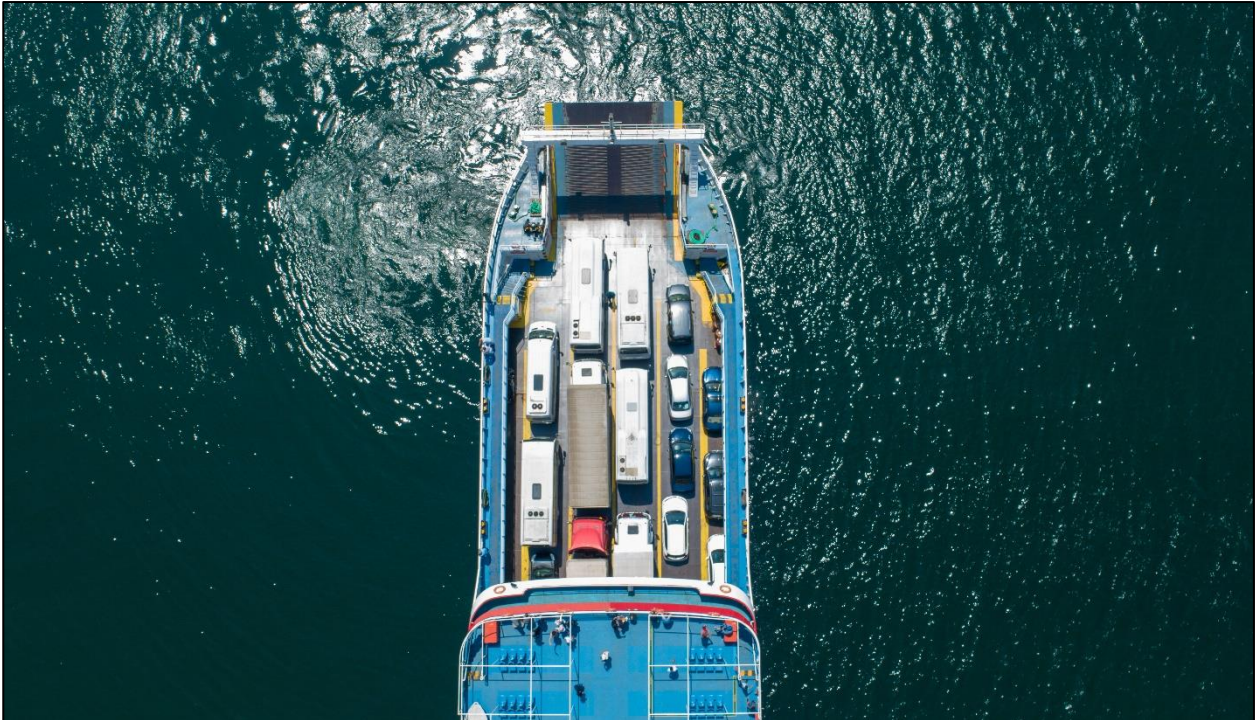
end of Section A

continue to Section B on next page

Section B

Listening task

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



1) You are going to hear some information about the Welsh Ferry.

You will hear three different pieces with different purposes.

Circle the three correct purposes listed below. (**Two** options should remain blank.)

The history of the Welsh Ferry.

Personal review of the Welsh Ferry.

The problems with the Welsh Ferry.

Information about how to use the Welsh Ferry.

The future of the Welsh Ferry.

AC 1.2

2) Listen again and **write** the answer to the following questions in the space below.

What time does the Welsh Ferry start operating on weekdays?

How often do the ferries run on a Sunday?

In what year did the first free ferry start running?

AC 1.1

3) In your opinion, what is the best point about the Welsh Ferry?

If you were to use the Welsh Ferry, what might cause you a problem?

Listen again and **write** your answers below.

Best point

Possible problem

AC 1.3

continue(d) on next page

Speaking tasks

1) Conversation

The conversation should last between 5 and 10 minutes.

You want to get a parking permit for your car and have visited the council office to find out information.

Ensure you get the following information by **asking** questions and **listening** to the answers about the following.

a) Find out:

- the cost of the parking permit
- where you can use the parking permit
- what to do with it if you change your car
- what information you need to provide
- when the parking permit will come.

b) Be ready to answer questions from your assessor.

continue(d) on next page

2) Discussion

The discussion should last between 10 and 15 minutes.

You will discuss the planning of a new bypass south of Ely to help solve the traffic problem in the area.

Read through arguments in favour of the bypass and the arguments against it in **Appendix B** on the next page.

Discuss this with your group and try to come to some agreement.

During the discussion remember to do the following.

- Contribute to the discussion.
- Remember to listen to the other members of your group and to respect their opinions.
- Explore any points made by others.

APPENDIX B

Discussion - Section B

Below is information about the planning of a new bypass south of Ely to help solve the traffic problem in the area.

As a group you are going to discuss the **advantages** and **disadvantages** mentioned in this article.

A new bypass is needed south of Ely to take traffic away from the city centre.

These are the arguments in favour of it from Transport UK.

- To reduce congestion in the city centre
- To improve safety as it involves a smoother and safer route along a dual carriageway
- To decrease journey times for many workers
- To access to local businesses, welcoming in new customers
- To renew local infrastructure - new schools and doctor's surgeries in better locations and investment in playing fields

These are the arguments against it from some local residents.

- Loss of green belt agricultural land, wildlife and local landscape character
- A by-pass would destroy existing footpaths and bridleways
- Increased noise pollution from faster traffic
- Effect on existing house prices during development / noise
- Expansion of town population could lead to community issues

Think about whether you are in favour of the new bypass or not. Discuss this with your group and try to come to some agreement.

Remember to listen to the other members of your group and to respect their opinions.

end of Section B

For Administration only

Assessment Record

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

LISTENING - SECTION A and SECTION B

Assessor's record for AC 1.1 to 1.3 Achievement - Sections A and B

Assessment Criteria met?

	Section A	Section B	Achieved?	Date	Assessor's signature
AC 1.1					
AC 1.2					
AC 1.3					

SPEAKING SECTION A

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

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

AC 2.1	AC 2.2	AC 2.3	AC 2.4	AC 2.5	AC 3.1
Use stress and intonation so that meaning is clearly understood and speak with reasonable speed and rhythm.	Adapt speech as appropriate to the situation.	Express clearly statements of fact, explanations, instructions, factual accounts or descriptions.	Use simple, compound and complex sentence forms, a range of tense forms (including past tenses) and language of comparison.	Present information and ideas in a logical sequence, developing as appropriate.	Make requests for information in different contexts, varying register and intonation as appropriate.

AC 4.1	AC 4.2	AC 4.3	AC 3.2	AC 3.3
Follow and participate in a discussion, responding appropriately to others and making contributions relevant to the subject and context.	Express and respond to feelings, preferences and views using language forms, intonation and register appropriate to the situation.	Allow for turn-taking by others and interrupt appropriately.	Use strategies to clarify and confirm understanding, including verbal prompts.	Form different types of questions accurately and with appropriate intonation to obtain information in a range of contexts.

SPEAKING SECTION B on next page

SPEAKING SECTION B

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

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

AC 2.1	AC 2.2	AC 2.3	AC 2.4	AC 2.5	AC 3.1
Use stress and intonation so that meaning is clearly understood and speak with reasonable speed and rhythm.	Adapt speech as appropriate to the situation.	Express clearly statements of fact, explanations, instructions, factual accounts or descriptions.	Use simple, compound and complex sentence forms, a range of tense forms (including past tenses) and language of comparison.	Present information and ideas in a logical sequence, developing as appropriate.	Make requests for information in different contexts, varying register and intonation as appropriate.

AC 4.1	AC 4.2	AC 4.3	AC 3.2	AC 3.3
Follow and participate in a discussion, responding appropriately to others and making contributions relevant to the subject and context.	Express and respond to feelings, preferences and views using language forms, intonation and register appropriate to the situation.	Allow for turn-taking by others and interrupt appropriately.	Use strategies to clarify and confirm understanding, including verbal prompts.	Form different types of questions accurately and with appropriate intonation to obtain information in a range of contexts.

SUMMARY assessment record on next page

Assessment Record

SUMMARY & SIGN OFF

Assessor to complete

AC	1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	4.1	4.2	4.3
Section A														
Section B														
Assessor name:														
Assessor signature:														
Date:														

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

Moderation record					
Achievement confirmed by IM (tick)	Date	IM signature	Achievement confirmed by EM (tick)	Date	EM signature
Name of IM:					
Name of EM:					