ESOL Skills for Life

Speaking and Listening Entry 3
Sample Assessment 1

MARK SCHEME

Theme – Travelling in the UK
Section A

Listening:

Task 1) Plane (Place your large bag into the overhead locker)
Coach (Wear the seatbelts provided)
Train (Stand back from the edge of the platform)

(Learners must get at least two correct to achieve this criterion.)
(AC 1.1)

Task 2a) Texting while walking is more dangerous than texting while cycling X False
People forget how to walk properly ✓ True
Over 6,000 people visited the hospital last year X False
Pedestrians always protect their head X False

(Learners must get at least two correct to achieve this criterion.)
(AC 1.2)

Task 2b) The following should be circled:
   a) People are not able to focus on the road.
   b) People are absentminded.

(Learners must get both of these correct and not have circled c) and d) to achieve this criterion.)
(AC 1.3)

Speaking guidance on the next page.
Speaking:
The learner should be assessed for the following throughout both the conversation and discussion exercises:

- **AC 2.1** - On the whole the learner uses appropriate stress intonation and pronunciation.
- **AC 2.2** - The learner expresses clear statements of fact, information, short explanations, accounts or short description.
- **AC 2.3** - The learner uses different sentence forms, verb forms (including past tenses) and language of comparison as appropriate.
- **AC 2.4** - The learner adjusts the formality of their language and register according to the situation.

Conversation –
In addition, at specific moments in the conversation, the learner should do the following with sufficient accuracy to be understood.

- **AC 2.5** - Give simple directions or instructions using sequencers.
- **AC 3.1** - Make and respond to requests for information using appropriate language forms.
- **AC 3.2** - Clarify and confirm understanding.
- **AC 3.3** - Form a range of questions with appropriate language forms to obtain factual information, directions, descriptions or explanations.

Discussion –
During the discussion the learner should do the following with sufficient accuracy to be understood:

- **AC 4.1** - Make contributions relevant to the discussion.
- **AC 4.2** - Make appropriate suggestions with some accuracy.
- **AC 4.3** - Express and respond appropriately to feelings and preferences using a range of language forms.
Transcript of Recording for Listening Tasks
Section A

You will hear three announcements. Listen to them carefully.

The train now approaching platform 3 does not stop here! Stand back from the edge of the platform. The next train is not scheduled to stop.

A customer information card is located on the back of the seat in front of you. Please take a moment to familiarise yourself with its contents. You are required by law to always wear the seatbelts that are provided when the coach is in motion.

Ladies and Gentlemen, welcome on board this FlyWithUs service. Please, place your large bag into the overhead locker, wheels first, and keep your small items under the seat in front of you. These include laptops, handbags, duty-free and loose items of clothing. Once you have safely stored your cabin bag, please take your seat.

Now read the table.

Task 1
Listen to the announcements again and put the correct types of transport in the spaces provided.

The train now approaching platform 3 does not stop here! Stand back from the edge of the platform. The next train is not scheduled to stop.

A customer information card is located on the back of the seat in front of you. Please take a moment to familiarise yourself with its contents. You are required by law to always wear the seatbelts that are provided when the coach is in motion.

Ladies and Gentlemen, welcome on board this FlyWithUs service. Please, place your large bag into the overhead locker, wheels first, and keep your small items under the seat in front of you. These include laptops, handbags, duty-free and loose items of clothing. Once you have safely stored your cabin bag, please take your seat.
Task 2
You will hear a presentation about the danger of texting while walking. Before you listen read the following statements.

Reading or writing text messages while you are walking is a dangerous matter. A study from a famous university in the UK reveals that it can be even more dangerous than texting while driving – an activity which is illegal in UK law.

The report claims that walking is not as easy as we think. We need to focus on many things simultaneously to walk safely in a straight line. The researchers said that people forget how to walk properly, so hazardous things happen to them. They bump into walls and other people, walk into cars, fall over things in the street, and even fall into holes or down stairs.

A professor said there are a lot of reasons why texting stops people from walking correctly. One of them is that they cannot see the path ahead of them. Another is that they are extremely concentrated on their fingers on their mobile phone instead of their feet on the street. Finally, their minds are somewhere else and not on thinking about walking safely.

The professor said over 5,000 people visited the hospital last year because they were injured while texting. He said the worst cases are head injuries. Pedestrians usually have nothing to protect their head, so when they get hit by a car, the damage can be serious.

Now listen again and indicate which of the statements are true with a tick and which are false with a cross.

Transcript as above.

Listen once more and circle which of the actions below, the speaker wants you to do.

Transcript as above.

Now it is time for the speaking tasks. Please stop the recording.
Guidance for Assessor for Speaking Tasks

**Section A speaking tasks**
Explain to the learner that you are going to have a conversation about future travel plans.

- Ask them where they plan to go, who with, how long for and why they want to travel to this place.

- Ask them to explain the journey to you describing the route and how they would get there.

- Speak to the learner about a trip you are planning (real or imaginary).

- If required, instruct the learner that they should ask you about your future travel plans – where you will go, who with, how long for and why you want to travel to this place.

**Discussion of plans to develop new cycling lanes in the town centre**
Learners should be in groups of 3 or 4. Remind the learners who are being assessed of AC 4.1, 4.2, 4.3 as they will be assessed on these during the discussion.
Section B

Listening:

Task 1) Learners should have ticked:
- It is encouraging you to walk more (✓)
- It provides useful information for people that want to keep fit (✓)

(Learners should tick both of these and not the other option to achieve the criterion.)
(AC 1.1)

Task 2) Learners should have put the health problems in the following order:
1) Heart attack
2) Stroke
3) High blood pressure
4) High Cholesterol
5) Cancer

(AC 1.2)

Task 3) Learners should put a line through: Drink plenty of water while walking

(AC 1.3)

Speaking guidance on the next page.
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Conversation –
In addition, at specific moments in the conversation, the learner should do the following with sufficient accuracy to be understood.

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Discussion –
During the discussion the learner should do the following with sufficient accuracy to be understood:

- **AC 4.1** - Make contributions relevant to the discussion.
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Transcript of Recording for Listening Tasks
Section B

Here are the listening tasks for Section B.

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

There are many benefits of walking, and it is probably nature’s most potent medicine.

There are a lot of different diseases it can prevent, and even potentially cure. Walking can reduce the chances of having a heart attack or stroke, lower blood pressure, and improve cholesterol.

It can also help reduce chances of developing cancer, improve memory and strengthen your bones.

Did you know that walking 30 to 60 minutes a day is recommended for health and weight management? In fact, a brisk walk beats gym exercise and sports for staying slim. If you own a good pair of shoes, it is a free, fun and convenient place to start.

Here are some walking tips for you:

• Take an easy-paced 15 minute walk
• Try walking five days a week to build a habit
• Add a few extra minutes each time
• Keep track of your walk to stay on course
• Aim for a brisk pace

You might be breathing noticeably but not out of breath. You should be able to carry on a full conversation while walking.
If you have health concerns, contact your doctor before starting any walking programme.

Now read the statements below.
Listen again and tick which of the statements are true for this presentation.

Task 2)
Transcript as above.

In the presentation you heard the following health problems mentioned:

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

List the health problems in the order the speaker mentions them.
Listen to the presentation again and put the health problems in order.
Task 3)
There is one error in the list below. Put a line through the point which is not in the talk.

Transcript as above.

Now it is time for the speaking tasks.
Guidance for Assessor for Speaking Tasks
Section B

Read through the following with the learner.

You want to join a local charity walk. You need to get some information at the Town Hall. This is the information you want to find out.

- The cost of an adult ticket for the charity walk
- The length and route of the walk
- What you should take with you
- If refreshments will be provided

This is the information you (the assessor) need

- A ticket is £15.
- The length of the walk is 10k.
- It will start in Green Park and end at the Old Mill. The walk is along the river going through the woods.
- Take walking shoes, waterproof clothes, plasters and a fully charged mobile phone.
- Refreshments will be provided (bananas, water and energy bars)

Ask them if they are travelling by themselves and why they are joining the charity walk.

Make sure the candidate gives you the following information to book a ticket.

- They would like a ticket for next month.
- They would like to join a training walk group.

Discussion – organising the end of term trip.
Learners should be in groups of 3 or 4. Remind the learners of AC 4.1, 4.2, 4.3 as they will be assessed on these during the discussion.

Show the learners the images in Appendix A – recreational activities in the local area.
Above is a selection of pictures which shows some activities candidates could engage in. Imagine you are organising your end of term trip together as a group to somewhere in your area and discuss the following questions.

- Where would you most like to go? Give reasons.
- Where would you not want to go? Give reasons.
- Agree together where you would go on a trip.