

ESOL

Skills for Life

Speaking and Listening Level 1
Sample Assessment 1

MARK SCHEME

Theme – Travelling in the UK

Section A

Listening:

Task 1) Learners should have **circled**:

- motor vehicles
 - trains
 - buses
 - underground
- and
- to warn about travel problems (Learners should have **at least 3** answers correct in Task 1 to achieve the criterion)

(AC 1.2)

Task 2) A4540 – South Ring Road
73 – Bus route
(Learners must have **both** correct to achieve the criterion)
(AC 1.1)

Task 3) Avoid: National Rail/Trains
No problems: London Underground Network (accept 'tube', 'underground')
(Learners must have **both** correct to achieve the criterion)
(AC 1.3)

Speaking:

The learner should be assessed for the following throughout both the conversation and discussion exercises:

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

Conversation:

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

- **AC 3.2** - Use strategies to clarify and confirm understanding, including verbal prompts.
- **AC 3.3** - Form different types of questions accurately and with appropriate intonation to obtain information in a range of contexts.

Discussion:

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

- **AC 4.1** - Follow and participate in a discussion, responding appropriately to others and making contributions relevant to the subject and context.
- **AC 4.2** - Express and respond to feelings, preferences and views using language forms, intonation and register appropriate to the situation.
- **AC 4.3** - Allow for turn-taking by others and interrupt appropriately.

Transcript of Recording for Listening Tasks

Section A

Here are the listening tasks for Section A.

Task 1

You are going to hear four different travel announcements. Before you listen read the list below.

Now as you listen **circle** which **four** are referred to.

A - Following a collision on the A4540 South Ring Road, two lanes have been closed at the Downtown underpass. As a result, there are delays of around 30 minutes both Northbound and Southbound on the South Ring. Drivers are being advised to avoid the area as the closures are likely to be in place for some time. It will continue for the next few hours so be patient if you are driving in the area.

B - There are severe delays on the National Rail Network due to a signal failure at Cambridge. This has caused severe delays on the whole line but particularly Cambridge and Norwich. Tickets for the National Rail Line can be used on replacement bus services.

C - Despite problems with yesterday's engineering works, there are no problems on the London Underground network today.

D - In Cardiff, Route 73 towards the Docks is diverted and unable to serve bus stops named 'Newton', 'Castle Works' and 'East Moors' due to a traffic collision on St. Mary's Street.

What is the purpose of these announcements? **Circle** the correct option below.

Task 2

Two numbers are given in the announcements. Listen again and write them down and what they represent e.g. a flight number.

(Transcript as above)

Task 3

What public transport, apart from buses should you avoid using today? What public transport is operating without any problems today? Listen again and complete the spaces below.

(Transcript as above)

Now it is time for the speaking tasks. Please stop the recording.

Guidance for Assessor for Speaking Tasks

Section A

Explain to the learner that you are going to have a conversation about difficult journeys you have both had.

Start by describing your journey and encourage learners to ask questions about anything they don't understand or when they would like more detail.

Then ask the learner to describe a difficult journey they have had and ask questions of them to elicit more detail.

Discussion about British Airways i360 Tower experience or Zip wire experiences

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.

Give the learners Appendix A.

Appendix A is towards the end of this document.

Section B

Listening:

Task 1) Learners should have **circled**:

- the history of the Welsh Ferry
- personal review of the Welsh Ferry
- information about how to use the Welsh Ferry.
(Learners must have at least **two** correct to achieve the criterion.)
(AC 1.2)

Task 2) 5.20
Every twenty-five minutes
1887
(Learners must have at least **two** correct to achieve the criterion.)
(AC 1.1)

Task 3) Learners should give a positive reason from the texts e.g. 'it is free'.
Learners should give a problem from the text e.g. 'it is hard to predict how long it will take to get on the boat'.
(Learners must have **both** correct to achieve the criterion.)
(AC 1.3)

Speaking:

The learner should be assessed for the following throughout both the conversation and discussion exercises:

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

Conversation –

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

- **AC 3.2** - Use strategies to clarify and confirm understanding, including verbal prompts.
- **AC 3.3** - Form different types of questions accurately and with appropriate intonation to obtain information in a range of contexts.

Discussion –

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

- **AC 4.1** - Follow and participate in a discussion, responding appropriately to others and making contributions relevant to the subject and context.
- **AC 4.2** - Express and respond to feelings, preferences and views using language forms, intonation and register appropriate to the situation.
- **AC 4.3** - Allow for turn-taking by others and interrupt appropriately.

Transcript of Recording for Listening Tasks

Section B

Here are the listening tasks for Section B.

Task 1

Question 1. You are going to hear some information about the Welsh Ferry. You will hear **three** different pieces with different purposes. Before you listen, read the list of purposes below.

Now, as you listen, **circle** which ones are referred to.

1 - The Welsh Ferry links the Maritime Quarter and the Vale. It's free and carries pedestrians, cyclists, cars, vans and lorries. It operates from 5.20 in the morning to 7:30 in the evening on weekdays. Boats run every 10 to 15 minutes on weekdays. On Saturdays and Sundays, there is one boat every twenty-five minutes.

The Welsh Ferry is not usually affected by the tide, but we sometimes need to suspend the service when there is an extremely high tide.

2 - You won't know how busy The Welsh Ferry is until you approach the roundabout. If there is a tailback onto the roundabout and beyond it, then you could be looking at the second or even third boat. It's normally twenty minutes between it leaving the dock, getting to the other side, unloading and then returning full.

On the ferry you can get out of the car and take in some fresh air but it does literally only take about six/seven minutes to cross, so don't move far from your car.

3 - In 1825 an Act of Parliament was passed to establish a ferry across the river from the Maritime Quarter. The ferry became known as the Welsh Ferry and continued to operate until 1849.

In 1880 at a public meeting the local people pointed out that they had helped pay for bridges in the area. They insisted that they also should be able to cross the river free of charge. The free ferry opened on 17 March 1887.

The first two series of ferry ships were paddle steamers, but they were replaced by motor ships in 1963 because the introduction of the motor car increased the weight that they had to carry.

Task 2

Read the three questions below.

Now listen again to the information about the Welsh Ferry and complete the answers.

(Transcript as above)

Task 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.

(Transcript as above)

Now it is time for the speaking tasks. Please stop the recording.

Guidance for Assessor for Speaking Tasks

Section B

The learner will be asking about obtaining a parking permit. You are a council official and here is the information you require:

- parking permits are £160 on average for a year
- the permit can only be used in the local zone
- if you change your car, you just need to fill in a form online or at the council offices to notify the council; there is no charge for this
- you will need to provide a proof of address
- the parking permit will take a week to come
- ask whether they are disabled as, if so, they would be entitled to a free permit.

Discussion – for and against the new Ely bypass.

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.

Give the learners Appendix B.

Appendix B is at the end of this document.

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.

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.