ESOL
Skills for Life
Speaking and Listening Level 2
Sample Assessment 1

MARK SCHEME

Theme – Travelling in the UK
Section A

Listening:

Task 1)  

a) The Tate Liverpool (‘The Tate gallery’ can be accepted)  
The Isle of Skye  
b) How to travel there (or similar)  
c) Learners should identify travel options for both locations, e.g.  
   • At least two of: ‘on foot’, ‘bus’ or ‘car’ for The Tate Liverpool  
   • Both of ‘train’ and ‘ferry’ for The Isle of Skye  
   (Learners should have at least 3 out of 5 answers in Task 1 correct to achieve the criterion.)  
   (AC 1.1)

Task 2)  

a) The Tate Liverpool (The gallery can be accepted)  
   Yes  
   The Isle of Skye  
   Two days or more  
b) Three of the following should be given:  
   • take a camera  
   • go for a walk or a hike early  
   • wear the right gear - sturdy mountain/hiking boots, plenty of layers and waterproofs  
   • travel off-season (accept ‘avoid July and August)  
   • ask the locals where to go  
   (Learners should get at least 4 out of 7 answers in Task 2 correct to achieve the criterion.)  
   (AC 1.2)

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

• AC 2.1 - Speak clearly and confidently, using stress and intonation in a way that suits the situation and conveys meaning.  
• AC 2.2 - Adapt speech to the audience, purpose and situation, using a range of linguistic features and vocabulary as appropriate.  
• AC 2.3 - Express clearly statements of fact, explanations, instructions, accounts formal reports or descriptions.  
• AC 2.4 - Present information and ideas in a logical sequence, providing further detail and development to clarify or confirm understanding.  
• AC 3.1 - Make requests in different contexts, to obtain detailed information, using language, register, stress and intonation to suit the situation.
Conversation –
In addition, at specific moments in the conversation, the learner should do the following with sufficient accuracy to be understood:

- **AC 3.2** - Form questions appropriate to the situation using a range of verb forms and adapting intonation accordingly.
- **AC 3.3** - Respond coherently to detailed or extended questions.

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

- **AC 4.1** - Follow and effectively participate in discussion for different purposes, listening and adapting responses to suit audience and situation.
- **AC 4.2** - Make clear contributions, supported with evidence relevant to the audience, purpose and context, helping to move the discussion forward.
- **AC 4.3** - Express, and respond to, feelings, preferences, wishes, opinions and views using language, intonation and register appropriate to the situation.
- **AC 4.4** - Use appropriate phrases for interruption and change of topic.
- **AC 4.5** - Respond to criticism and give constructive criticism.
Transcript of Recording for Listening Tasks
Section A

Here are the listening tasks for Section A.

Task 1
Read the questions before you listen to Texts A and B. Complete the questions as you listen.

Text A
To get to Tate Liverpool, follow the brown signs to the Waterfront. If you walk here, approach from the Strand, turn onto the Salthouse Dock opposite the Hilton Hotel. The quickest route to the museum is across the Hartley Bridge. This bridge can sometimes be closed to pedestrians with very little notice to allow boats into the Albert Dock. These closures are generally only for a short time.
If you reach us by bus, Liverpool ONE Bus Station on Canning Street is directly opposite the Albert Dock, approximately 365 metres from Tate Liverpool. Route C4 also stops at the Albert Dock. If you drive here, Q-Park Liverpool ONE is the nearest car park, with 2,000 underground spaces; we are located at 35 Strand Street, Liverpool L1 8LT. Visitors to Tate Liverpool can park at Q Park will receive a 30% discount on parking for up to 24 hours. Ask for a voucher from a member of staff when visiting the gallery.

Text B
One of the best modes of getting to the Isle of Skye area is via train. There is a major train station located in Glasgow where visitors can catch the train to Mallaig. The ride takes approximately six hours. From there, the best method of proceeding on to the Isle of Skye is to take the ferry across. There is also a rail link between Inverness and Kyle of Lochalsh where you can then go over the Skye Bridge onto Skye. The train takes approximately 2.5 hours. In summertime this can be a very scenic route.
Visitors looking for a unique transportation experience can take the ferry from Mallaig to the Isle of Skye. The ride is only about twenty minutes long but it offers travellers the best visual perspective for entering the area. Note this is seasonal and the road to/from it is not recommended for caravans.

Read the questions before you listen again:
Text A & Text B as above.

Task 2
Read the questions below before you listen to Text C and D. Complete the questions as you listen.

Text C
Book your ferry tickets in advance, it can get extremely busy in summertime. They run annually from Easter until October. The precise dates are changeable due to Easter
being a moveable feast and October can throw up some tricky conditions with weather. The service operates seven days a week between 10am and 6pm (10am to 7pm June, July, August). Every 20 minutes or as required. Single tickets start at £15.00 and returns from £25.00. You should spend at least a couple of days on the island to make the trip worth it.

**Text D**

I love that gallery! Really enjoyed all four floors of wonderful art including the ongoing installation on level 4. Although the gallery is free of charge, helpful guides are available with insights into what you are seeing, the £4 suggested donation is well worth it. The shop and cafe are very good too.

Listen to **Text E** and write down three pieces of advice given:

**Text E**

Take a good camera. Go for a walk or a hike early as car parks fill up quickly). Wear the right gear - especially important will be: sturdy mountain/hiking boots, plenty of layers and waterproofs (at least!)

Travelling off-season, outside of the peak tourist season, means it will be less crowded and you’ll be able to find more reasonable lodging rates even if you still need to travel within the peak tourist season. Try to avoid July and August if possible.

Ask the locals where to go. There are about 10,000 people living on the Isle of Skye and there are no better people to ask about recommendations for good restaurants, best wildlife watching spots, and scenic hiking trails. They can give you tips on how you can avoid the crowds on Skye and let you know about local events like live music, movies, art shows, and festivals.

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

The learner has the following information.

The Hadrian’s Wall Path is an 84 mile (135 Km) long National Trail stretching coast to coast across northern England, from Wallsend, Newcastle upon Tyne in the east to Bowness-on-Solway on the west coast. It follows the line of Hadrian’s Wall, along the way passing through some of the most beautiful parts of England - from rolling fields and rugged moorland to the vibrant cities of Newcastle and Carlisle.

It is easy to reach by public transport. The Hadrian’s Wall Path is a gentle trail, able to be walked by people of all ages and abilities.

Information for the assessor.

You are a tourist and have heard about the Hadrian’s Wall Path but know very little. You would like to know how long it is, what it goes past, how easy it is to get to and how easy it is to walk as you want to take your children with you.

In addition to answering your questions, learners will ask you how you heard about the Hadrian’s Wall Path and whether you would like a map or guided tour.

Discussion of Fundraising Challenge
Learners should be in groups of 3 or 4. Remind the learners who are being assessed of AC 4.1, 4.2, 4.3, 4.4 and 4.5 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)  a) The emergence of carpooling (accept ‘carpooling’ or ‘car sharing’)
        18 million people
        Any bay

   b) Environment and city traffic
       Public transport, taxi, not taking the journey
       (Learners should have at least 3 out of the 5 questions correct in Task 1 correct to achieve the criterion.)
       (AC 1.1)

Task 2)  a) Learners should write three of:
        • reduce or avoid strenuous, outdoor exercise
        • stay away from pollution hotspots
        • try to get to work a little earlier
        • if you cycle, run or walk use back streets
        • carry your reliever inhaler with you if you use one
        • if you have asthma, use your preventer inhaler regularly.

   b) 2008/over 500 cities
       stand out from the crowd
       inexperienced taxi drivers (accept ‘taxi apps’)
       Accept any one of - Technology is a good thing / business is good
customers (also accept ‘positive’, i.e. he feels positive)
       (Learners should have at least 4 out of the 7 questions correct in Task 2 to achieve the criterion.)
       (AC 1.2)

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

   • AC 2.1 - Speak clearly and confidently, using stress and intonation in a way that suits the situation and conveys meaning.

   • AC 2.2 - Adapt speech to the audience, purpose and situation, using a range of linguistic features and vocabulary as appropriate.

   • AC 2.3 - Express clearly statements of fact, explanations, instructions, accounts formal reports or descriptions.

   • AC 2.4 - Present information and ideas in a logical sequence, providing further detail and development to clarify or confirm understanding.
• **AC 3.1** - Make requests in different contexts, to obtain detailed information, using language, register, stress and intonation to suit the situation.

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

• **AC 3.2** - Form questions appropriate to the situation using a range of verb forms and adapting intonation accordingly.

• **AC 3.3** - Respond coherently to detailed or extended questions.

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

• **AC 4.1** - Follow and effectively participate in discussion for different purposes, listening and adapting responses to suit audience and situation.

• **AC 4.2** - Make clear contributions, supported with evidence relevant to the audience, purpose and context, helping to move the discussion forward.

• **AC 4.3** - Express, and respond to, feelings, preferences, wishes, opinions and views using language, intonation and register appropriate to the situation.

• **AC 4.4** - Use appropriate phrases for interruption and change of topic.

• **AC 4.5** - Respond to criticism and give constructive criticism.
Task 1
Read the questions before you listen to Text A. Answer the questions as you listen.

Text A
The traditional model of car hire has been challenged in recent years with the emergence of “carpooling” companies that connect drivers with empty cars, cutting out the middleman. According to a recent research, the number of people using car-sharing services is expected to increase almost three times as many from roughly 7 million in 2018 to almost 18 million by 2025. The premise is simple: sign up and find your closest parked Hire car on the app, which you can then use to unlock the vehicle. You can hire a car by the hour (from £5) or the day (from £40) you can return it to any bay rather than the one where you found it.

Task 2
Read the questions before you listen to Text B. Answer the questions as you listen:

Text B
Car Sharing really does help alleviate users’ concerns about the environment and city traffic. A recent study in the UK looked at what impact this attitude to driving has on transport-related CO2 emissions. In the study, Car Sharing customers were asked about their last three Car-Sharing journeys and how they would have dealt with those needs if they had had no access to Car-Sharing. In some cases, interviewees answered that they would likely have taken public transport or a taxi and in other cases, they would simply not have taken the journey. A car sharing user generates 290 kg of CO2 less each year because they participate in Car-Sharing rather than go without Car-Sharing.

Task 2
Listen to Text C and write down three pieces of advice you are given to avoid air pollution, particularly if you have a lung condition.

Text C
As air pollution levels rise, people with lung conditions are at an increased risk of becoming ill and needing treatment. It’s sensible to take extra precautions.

- Reduce or avoid strenuous, outdoor exercise. If possible, keep doing your exercise indoors in a well-ventilated room or gym.
• Stay away from pollution hotspots such as main roads and busy road junctions.
• Try to get to work a little earlier before rush hour has begun and levels of pollution have built up.
• If you cycle, run or walk as part of your commute, use back streets away from the bulk of vehicle congestion.
• Make sure you carry your reliever inhaler with you if you use one.
• If you have asthma, use your preventer inhaler regularly. ('British Lung Foundation'.)

Read the questions before you listen to Text D which gives advice about how to solve London’s transport problems. Answer the questions as you listen.

**Text D**

A price war has started across the UK among taxi firms. There is more competition for passengers because of apps to order taxis. Some companies are slashing fares in half to beat rival companies. The world’s biggest taxi-booking app is called Uber. It started in 2008 and it is available in over 500 cities worldwide. The U.K. boss of Uber said the price war would mean higher profits for his company. He said: “There’s a lot of competition out there. You need to think of what you can do to stand out from the crowd.”

Many taxi drivers in Birmingham are unhappy with taxi apps. They claim that drivers of app cabs are not experienced enough to drive taxis in the city. Black cab drivers must pass a difficult test on their knowledge of Birmingham’s streets to get their taxi driving license. A Newcastle black cab driver said business was good despite the app companies. He said: “There are lots of technologies that are changing things for us, making it easier to connect with new customers.”

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

Read through the following with the learner:

You are in a cycle shop.
You want to buy a cycle for yourself or a family member to ride for leisure and exercise. You can afford no more than £250.

You want to know the following:

- can take the bike for a test ride?
- will the bike shop adjust the bike to your height?
- does the bike shop offer free maintenance?
- does the bike shop have a cycle club?
- be ready to answer the questions the shop owner will ask you.

This is the information you need and the questions you should ask:

- you have cycles in a basic range between £150 - £250.
- yes, you do offer test rides.
- you can adjust the bike to fit the customer.
- there is free maintenance for the first year, after that a maintenance plan can be offered for £40 per year which will cover a basic check and small parts, but not expensive parts – try and sell this to the customer.
- there is a cycle club which goes for a ride every Wednesday between 7 and 8 pm.
- ask the customer what they are mainly going to use the bike for. Try and sell them a bike helmet for £30 and cycle bags for £20.

Discussion – Cycle to Work Scheme.
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.
In the discussion, you are going to decide in a group who wants to take part in the UK’s Biggest Coffee Morning event. You need to put a team together to raise as much money as possible for the charity. Here are some details:

The UK’s Biggest Coffee Morning asks people to host their own coffee mornings with a group of friends, family or co-workers. The money goes towards providing medical and emotional support to both people with cancer and their loved ones. Bake some delicious treats to go with your coffee and ask guests for donations. Why not hold a raffle or cake auction as a fun way to boost your fundraising on the morning? You could ask friends and family to donate a cake (made or bought) and use the cakes as auction or raffle prizes.

This year’s UK’s Biggest Coffee Morning will take place on Friday 2 March.
Appendix B

Discussion - Section B

You are going to discuss a new government initiative for an alternative way to travel to work.

You should read the following article and then discuss the project’s advantages and disadvantages, if you would like to take part in this scheme and other alternatives to driving to work.

The Government’s Cycle to Work Scheme is about promoting an alternative way to travel to work.

The cycle to work initiative is a tax-efficient, and on the whole, salary-sacrificed employee benefit that provides a way of encouraging more adults to take up cycling.

The cycle to work scheme allows employees to obtain commuter bikes and cycling accessories through their employer, whilst spreading the cost over 12 months. As the cost of the bike comes out of the employee’s pay before tax, they can make a saving of between 25% and 39% on the value of the bike and accessories.

In addition, ‘Bikeability’ training courses are available through local cycle dealers. The training takes the cyclist through a comprehensive programme aimed at equipping them with skills and knowledge for safe cycling. The scheme is designed to encourage people to get active, try alternative travel and reduce pollution.