

# 3692 Certificate in ESOL Skills for Life Level 1



## Speaking and listening Assessment pack

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# 3692 Certificate in ESOL Skills for Life Level 1

Speaking and listening  
Assessment pack

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# Speaking and Listening Assessment at Level 1

At level 1, the candidate must be assessed taking part in a discussion, explanation or presentation on three occasions in different contexts. These should include formal exchanges connected with education, training, work or social roles. At least one of the occasions must be on the telephone.

In some exchanges it is possible that not all of the national standards will be relevant. This is acceptable as long as each exchange is fit for its purpose and all of the standards are met across the three occasions.

At Level 1 the three occasions will be

- 1 a small group discussion (2-4 others), for example about the previous night's news (10-15 minutes)
- 2 an explanation to a small group of people (2 or more), for example about how to make a country's national dish (5-10 minutes)
- 3 a telephone call in a familiar or unfamiliar situation, for example to a child's school to explain that he is ill and will not be in school for a few days (2-3 minutes)

In order that the communication can achieve its purpose candidates need to be aware of both the purpose and the intended audience. Assessors must ensure that candidates understand these as well as the criteria on which they will be assessed before they begin. Guidelines are given for the length of each occasion, though the overriding factor must be fitness for purpose. The larger the group in the discussion, the longer the discussion will need to be for the candidate to demonstrate his/her skills.

If more than one of the participants are being assessed, each must be assessed individually on their own performance and not on that of the group. In some instances one candidate taking part in a discussion will be successful in achieving the requirements whilst another will not.

For each assessment, the assessor will be required to write a report on the candidate's performance. Proformas are provided for this. Assessors will need to compare the candidate's performance with the typical performances described in the marking grid and award 2 or 1 marks for each aspect depending which description best describes the performance. If the performance is below that described for 1 mark, the candidate will get 0 mark for that aspect. The assessor must give examples of performance to justify the marks awarded. In addition, assessors may tape the assessment, but detailed reports will still be required. At least one occasion must be taped and made available to the internal and external verifiers. Where candidate's prepare notes for the exchange, for example as part of a presentation, these should be kept with the assessor's observation report for verification.

Assessors must keep assessment records for candidates who do not achieve as well as for those who do. All records should be made available to the internal and external verifiers.

To successfully achieve the Speaking and Listening unit at Level 1, the candidate must pass all three tasks. The pass mark for each task is 6 out of a possible maximum of 12. 6 represents bare competence at the level, however the marking system is designed to allow strengths in particular areas to compensate for any weaknesses. There is no grading system for achievement above the level of a pass. If a candidate achieves full marks, the assessor should consider whether the candidate is ready for assessment at Level 2.

Candidates should have practised all of the skills in a range of different contexts before they are ready to be assessed. When they are ready for assessment, candidates will need a degree of preparation for the assessment tasks. For the discussion, they may need to have watched the previous evening's news. For the presentation, they will need to have prepared their contribution. For the telephone call, they will need to have been briefed on the role-play or they will need to explain the purpose to the assessor if it is a real call. It is important that preparation is limited to this and that candidates are not rehearsed in the assessment tasks.

If a candidate is unsuccessful in one or more of the occasions, he/she will need further practice in the relevant skills before being given another opportunity to demonstrate his/her skills at a later date when he/she is ready. The additional assessment should be on a different topic.

As a candidate progresses through the levels, the topics covered should vary.

# Speaking and listening assessment record – Level 1

## Discussion

Candidate's name \_\_\_\_\_

Date of assessment \_\_\_\_\_

Title \_\_\_\_\_

Brief description of the discussion \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Purpose \_\_\_\_\_

Number of others taking part in the discussion \_\_\_\_\_

Aspect	Typical performance features	Marks available
Activity achievement	Candidate performs successfully all the functions required by the activity. All contributions to the discussion are relevant and effective.	2
	Candidate performs successfully most of the functions required by the activity. Generally addresses effectively the prescribed topics. Most contributions to discussion are relevant and effective.	(1)
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy: errors are rare, difficult to spot and generally corrected when they do occur.	2
	Shows a relatively high level of grammatical control. Does not make errors which cause misunderstanding and can correct most of his/her mistakes. Some occasional lapses and minor flaws in sentence structure may occur, but they are rare and often corrected in retrospect.	(1)
Range	Has a good command of a broad range of vocabulary and structures, including idiomatic expressions and colloquialisms. Any gaps are readily overcome with circumlocution. Can select suitable vocabulary express him/herself on a wide range of general, professional or leisure topics without being restricted. Can use appropriate diplomatic formulations to criticise and to deal with socially difficult situations.	2
	Has sufficient range of language to give clear detailed descriptions and arguments and be able to highlight events and opinions and feelings. Can use complex sentence forms, although lexical gaps may cause hesitation and circumlocution. Uses appropriate formality and register.	(1)

Pronunciation	Most individual sounds are accurate and connected utterances have natural intonation and stress patterns. Varies intonation pattern to show degree of engagement in discussion or to indicate politeness.	2
	Individual sounds are not always accurate but can be mainly understood without difficulty. Stress and intonation patterns are not always natural, but they do not interfere with communication of the message.	(1)
Fluency/ interaction	Can produce clear, smoothly flowing, well-structured speech showing controlled use of organisational patterns, connectors and cohesive devices. Occasionally a difficult subject hinders the smooth flow of language. There is little obvious searching for expressions. Initiates and responds readily and appropriately requiring little effort on the part of the interlocutor. Manages turn taking and shift of topic effectively and can interrupt another speaker effectively and politely. Can structure a long term effectively with appropriate introductory remarks and closing summary.	2
	Shows a degree of fluency which makes the interaction flow easily, putting very little strain on the listener. There may be some hesitation while searching for words, but generally the discourse is clear and coherent. In conversation, Uses appropriate markers to signal that he/she is listening. Initiates, takes turns and ends the conversation appropriately although not always elegantly. The intention of the candidate is mostly clear. Some language may be inappropriate to situation and audience but this does not seriously affect the impression conveyed.	(1)
Comprehension	Understands the gist of complex arguments and discussions. Recognises a range of informal and colloquial expressions. Recognises the degree of formality of another speaker's contributions and can adjust own contributions accordingly. Can understand what is said even when information is implied and not signalled explicitly. Recognises another speaker's use of exaggeration, understatement, irony etc.	2
	Understands the gist of everything that is said provided it is delivered reasonably clearly. Can follow complex lines of argument provided the topic is reasonably familiar. Can ask for clarification of specific points using formulae appropriate to situation and audience. Can provide feedback and confirmation when listening to another speaker. Recognises a speaker's attitude and/or feelings by the their choice of words, intonation or body language and can respond accordingly.	(1)

Marks awarded:		Examples of performance to support marks awarded:
Activity achievement		
Grammatical accuracy		
Range		
Pronunciation		
Fluency/ interaction		
Comprehension		
Total marks awarded 6/12 required for success		

Assessor's name \_\_\_\_\_

Assessor's signature \_\_\_\_\_

Date \_\_\_\_\_

Candidate's signature \_\_\_\_\_

Date \_\_\_\_\_

Internal Verifier's name \_\_\_\_\_

IV's signature \_\_\_\_\_

Date \_\_\_\_\_

# Speaking and listening assessment record – Level 1

## Explanation

Candidate's name \_\_\_\_\_

Date of assessment \_\_\_\_\_

Title \_\_\_\_\_

Brief description of the explanation \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Purpose \_\_\_\_\_

Audience (including numbers) \_\_\_\_\_

Aspect	Typical performance features	Marks available
Activity achievement	Candidate performs successfully all the functions required by the activity. All contributions are relevant and effective.	2
	Candidate performs successfully most of the functions required by the activity. Generally addresses effectively the prescribed topics. Most contributions are relevant and effective.	(1)
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy: errors are rare, difficult to spot and generally corrected when they do occur.	2
	Shows a relatively high level of grammatical control. Does not make errors which cause misunderstanding and can correct most of his/her mistakes. Some occasional lapses and minor flaws in sentence structure may occur, but they are rare and often corrected in retrospect.	(1)
Range	Has a good command of a broad range of vocabulary and structures, including idiomatic expressions and colloquialisms. Any gaps are readily overcome with circumlocution. Can select suitable vocabulary express him/herself on a wide range of general, professional or leisure topics without being restricted. Can use appropriate diplomatic formulations to deal with socially difficult situations.	2
	Has sufficient range of language to give clear detailed descriptions and arguments and be able to highlight events and opinions and feelings. Can use complex sentence forms, although lexical gaps may cause hesitation and circumlocution. Can use appropriate degree of formality and register.	(1)

Pronunciation	Most individual sounds are accurate and connected utterances have natural intonation and stress patterns. Varies intonation pattern appropriately.	2
	Individual sounds are not always accurate but can be mainly understood without difficulty. Stress and intonation patterns are not always natural, but they do not interfere with communication of the message.	(1)
Fluency/ interaction	Can produce clear, smoothly flowing, well-structured speech showing controlled use of organisational patterns, connectors and cohesive devices. Occasionally a difficult subject hinders the smooth flow of language. There is little obvious searching for expressions. Can structure a long term effectively with appropriate introductory remarks and closing summary.	2
	Shows a degree of fluency which makes the explanation flow easily, putting very little strain on the listener. There may be some hesitation while searching for words, but generally the discourse is clear and coherent. Manages stages of the explanation appropriately although not always elegantly. The intention of the candidate is mostly clear. Some language may be inappropriate to situation and audience but this does not seriously affect the impression conveyed.	(1)
Comprehension	Understands the gist of questions. Recognises a range of informal and colloquial expressions. Recognises the degree of formality of another speaker's contributions and can adjust own contributions accordingly. Can understand what is said even when information is implied and not signalled explicitly. Recognises another speaker's use of exaggeration, understatement, irony etc.	2
	Understands the gist of questions provided they are delivered reasonably clearly. Can follow complex questions and contributions provided the topic is reasonably familiar. Can ask for clarification of specific points using formulae appropriate to situation and audience. Can provide feedback and confirmation when listening to another speaker. Recognises a speaker's attitude and/or feelings by their choice of words, intonation or body language and can respond accordingly.	(1)

Marks awarded:		Examples of performance to support marks awarded:
Activity achievement		
Grammatical accuracy		
Range		
Pronunciation		
Fluency/ interaction		
Comprehension		
Total marks awarded 6/12 required for success		

Assessor's name \_\_\_\_\_

Assessor's signature \_\_\_\_\_

Date \_\_\_\_\_

Candidate's signature \_\_\_\_\_

Date \_\_\_\_\_

Internal Verifier's name \_\_\_\_\_

IV's signature \_\_\_\_\_

Date \_\_\_\_\_

# Speaking and listening assessment record – Level 1

## Telephone call

Candidate's name \_\_\_\_\_

Date of assessment \_\_\_\_\_

Title \_\_\_\_\_

Brief description of the telephone call \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Purpose \_\_\_\_\_

Audience \_\_\_\_\_

Aspect	Typical performance features	Marks available
Activity achievement	Candidate performs successfully all the functions required by the activity. All contributions to discussion are relevant and effective.	2
	Candidate performs successfully most of the functions required by the activity. Generally addresses effectively the prescribed topics. Most contributions to discussion are relevant and effective.	(1)
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy: errors are rare, difficult to spot and generally corrected when they do occur.	2
	Shows a relatively high level of grammatical control. Does not make errors which cause misunderstanding and can correct most of his/her mistakes. Some occasional lapses and minor flaws in sentence structure may occur, but they are rare and often corrected in retrospect.	(1)
Range	Has a good command of a broad range of vocabulary and structures, including idiomatic expressions and colloquialisms. Any gaps are readily overcome with circumlocution. Can select suitable vocabulary express him/herself on a wide range of general, professional or leisure topics without being restricted. Can use appropriate diplomatic formulations to criticise and to deal with socially difficult situations.	2
	Has sufficient range of language to give clear detailed descriptions and arguments and be able to highlight personal events and opinions and feelings. Can use complex sentence forms, although lexical gaps may cause hesitation and circumlocution. Can use appropriate formal language and register where appropriate.	(1)

Pronunciation	Most individual sounds are accurate and connected utterances have natural intonation and stress patterns. Varies intonation pattern to show degree of engagement in discussion or to indicate politeness.	2
	Individual sounds are not always accurate but can be mainly understood without difficulty. Stress and intonation patterns are not always natural, but they do not interfere with communication of the message.	(1)
Fluency/ interaction	Can produce clear, smoothly flowing, well-structured speech showing controlled use of organisational patterns, connectors and cohesive devices. Occasionally a difficult subject hinders the smooth flow of language. There is little obvious searching for expressions. Initiates and responds readily and appropriately requiring little effort on the part of the interlocutor. Manages turn taking and shift of topic effectively and can interrupt the other speaker effectively and politely. Can structure a long term effectively with appropriate introductory remarks and closing summary.	2
	Shows a degree of fluency which makes the interaction flow easily, putting very little strain on the listener. There may be some hesitation while searching for words, but generally the discourse is clear and coherent. In conversation, uses appropriate markers to signal that he/she is listening. Initiates, takes turns and ends the conversation appropriately although not always elegantly. The intention of the candidate is mostly clear. Some language may be inappropriate to situation and audience but this does not seriously affect the impression conveyed.	(1)
Comprehension	Understands the gist of complex arguments and discussions. Recognises a range of informal and colloquial expressions. Recognises the degree of formality of the other speaker's contributions and can adjust own contributions accordingly. Can understand what is said even when information is implied and not signalled explicitly. Recognises the other speaker's use of exaggeration, understatement, irony etc.	2
	Understands the gist of everything that is said provided it is delivered reasonably clearly. Can follow complex lines of argument provided the topic is reasonably familiar. Can ask for clarification of specific points using formulae appropriate to situation and audience. Can provide feedback and confirmation when listening to the other speaker. Recognises a speaker's attitude and/or feelings by the their choice of words, intonation or body language and can respond accordingly.	(1)

Marks awarded:		Examples of performance to support marks awarded:
Activity achievement		
Grammatical accuracy		
Range		
Pronunciation		
Fluency/ interaction		
Comprehension		
Total marks awarded 6/12 required for success		

Assessor's name \_\_\_\_\_

Assessor's signature \_\_\_\_\_

Date \_\_\_\_\_

Candidate's signature \_\_\_\_\_

Date \_\_\_\_\_

Internal Verifier's name \_\_\_\_\_

IV's signature \_\_\_\_\_

Date \_\_\_\_\_

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