

## International ESOL

### Listening Exam

#### Entry Level 3 (B1)

**There are three parts to this assessment.**

**There are 30 marks in total for this assessment.**

**Time allowed: 20 minutes**

Candidate Name:	
Date of Assessment:	
Assessment Venue:	
Candidate declaration:	I confirm that my answers given during this examination are my own and I had no prior knowledge of the content of this examination. I declare that I will not divulge to any person any information about the questions and/or tasks
Candidate signature:	

For marker use	
Marks for Part One	
Marks for Part Two	
Marks for Part Three	
Total marks for paper	

## Part One – There are 7 marks available for Part One.

You will hear **7** sentences.

You will hear each sentence **twice**.

Listen to the sentences and choose the best response for each:

1. Tick (✓) one box			For marker use
a	Yes, it will be Friday		
b	It is very large and bright		
c	They are all in the freezer		
d	So, we will need our raincoats		

2. Tick (✓) one box			For marker use
a	There are 112 days in one week		
b	There are 9 days in one week		
c	There are 7 days in one week		
d	There are 12 months in one year		

3. Tick (✓) one box			For marker use
a	You should buy a new summer hat		
b	You should go to the supermarket		
c	You should have some tea		
d	You should answer that call		

4. Tick (✓) one box			For marker use
a	Shall we go?		
b	Can we try some?		
c	What is that?		
d	How is it going?		

5. Tick (✓) one box			For marker use
a	Yes, it is yellow		
b	Yes, it is brown		
c	No, it has four		
d	No, it is black		

6. Tick (✓) one box			For marker use
a	In the summer		
b	At the mall		
c	At seven thirty		
d	In the winter		

7. Tick (✓) one box			For marker use
a	Yes, it is lovely		
b	Yes, when broken		
c	Yes, at once		
d	Yes, in the left corner		

**The assessment continues on the next page.**

<b>Marks for Part One</b>		<b>Out of 7</b>
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## Part Two – There are 12 marks available for Part Two.

A. You will hear a conversation. This will be played **twice**.

Listen to the conversation and answer the questions.

There are **6** questions. Choose one answer.

1. What is the waiter called?		For marker use
Tick (✓) one box		
a	Rachel	
b	Rebecca	
c	Luca	
d	Lans	

2. Which pizza does the customer order?		For marker use
Tick (✓) one box		
a	Ham and tomato	
b	Pepperoni	
c	Cheese and onion	
d	Seafood	

3. What does the waiter offer with the pizzas?		For marker use
Tick (✓) one box		
a	Side orders	
b	Salad	
c	Coffee	
d	Sauce	

4. What fresh juices does the waiter offer?		For marker use
Tick (✓) one box		
a	Peach, melon, strawberry and mango	
b	Orange, pineapple, melon and strawberry	
c	Orange, peach, melon and strawberry	
d	Apple, peach, melon and strawberry	

5. What does the customer want with the colas?			For marker use
Tick (✓) one box			
a	Fruit and ice	<input type="checkbox"/>	
b	Ice and lemon	<input type="checkbox"/>	
c	Ice and straws	<input type="checkbox"/>	
d	Fruit and straws	<input type="checkbox"/>	

6. What will the customer look at later?			For marker use
Tick (✓) one box			
a	The drinks menu	<input type="checkbox"/>	
b	The main menu	<input type="checkbox"/>	
c	The ice cream menu	<input type="checkbox"/>	
d	The dessert menu	<input type="checkbox"/>	

**The assessment continues on the next page.**

<b>Marks for Part Two (A)</b>		<b>Out of 6</b>
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## Part Two

B. You will hear an interview. This will be played **twice**.

Listen to the interview and answer the questions.

There are **6** questions.

1. Who is the captain of the football team?			For marker use
Tick (✓) one box			
a	Rick Simpson		
b	Dani Simpson		
c	Gianni Simpson		
d	Georgie Simpson		

2. What is the name of the football club?			For marker use
Tick (✓) one box			
a	Bottesford Town Senior Football Club		
b	Birmingham Town Middle Football Club		
c	Birmingham Town Junior Football Club		
d	Bottesford Town Junior Football Club		

3. Who is the football club's trainer?			For marker use
Tick (✓) one box			
a	Mr Benson		
b	Mr Bright		
c	Mr Grayson		
d	Mr Dales		

4. Who was their final game against?			For marker use
Tick (✓) one box			
a	The CYA		
b	The ITV		
c	The YCA		
d	The GTM		

5. What can the team enter if they are in the top 3 of the next tournament?			For marker use
Tick (✓) one box			
a	The regional football tournament		
b	The international football tournament		
c	The national football tournament		
d	The local football tournament		

6. Who is supporting the team?			For marker use
Tick (✓) one box			
a	The supporters club		
b	Family and supporters		
c	Adults and children		
d	Friends and family		

**The assessment continues on the next page.**

<b>Marks for Part Two (B)</b>		<b>Out of 6</b>
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### Part Three – There are 11 marks available for Part Three

You will hear a recording of a broadcast. You will hear this twice.

Listen to the broadcast and answer the questions. There are **11** questions.

1. What is the broadcast about?			For marker use
Tick (✓) one box			
a	Researching the news		
b	Discussing mobile communications		
c	Talking about laptops		
d	Discussing world news		

2. What can you do with a click of the button?			For marker use
Tick (✓) one box			
a	Speak to larger audiences around the world		
b	Speak to world leaders about the news		
c	Speak to people on the other side of the world		
d	Speak to people at the other side of the country		

3. What did the broadcaster's neighbour do?			For marker use
Tick (✓) one box			
a	Email		
b	Call around		
c	Text		
d	Telephone		

4. What would the broadcaster have enjoyed with their neighbour?			For marker use
Tick (✓) one box			
a	Have a catch-up		
b	Have a cup of tea		
c	Have a chat		
d	Have a holiday		



5. Why is social media great?			For marker use
Tick (✓) one box			
a	Because you can talk to more people		
b	Because you can visit more people		
c	Because you can message more people		
d	Because you can reconnect with people		

6. What does the broadcaster think will not improve their life?			For marker use
Tick (✓) one box			
a	Seeing what their mother had for supper		
b	Seeing what their father had for supper		
c	Seeing what their brother had for supper		
d	Seeing what their niece had for supper		

7. What is in abundance?			For marker use
Tick (✓) one box			
a	Real news		
b	World news		
c	Fake news		
d	Local news		

8. What does the broadcaster like to keep up with?			For marker use
Tick (✓) one box			
a	World affairs		
b	Current affairs		
c	Reports		
d	Actions		

9. What is a fantastic way to see people?			For marker use
Tick (✓) one box			
a	Instagram		
b	WhatsApp		
c	Facebook		
d	Skype		

10. How can the broadcaster attend meetings?		For marker use
Tick (✓) one box		
a	By motorway	
b	By travelling	
c	Via the laptop	
d	Via the train	

11. What does the boss often do?		For marker use
Tick (✓) one box		
a	Call for a coffee	
b	Call unexpectedly	
c	Call a meeting	
d	Call on Twitter	

<b>Marks for Part Three</b>		<b>Out of 11</b>
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This is the end of this assessment.

Make sure you have completed the front page.

Hand you answer paper to your invigilator.

**DO NOT REMOVE ANY MATERIALS FROM THE EXAMINATION ROOM**

<b>Marker Declaration:</b>	
I confirm that I have marked this paper using the marking scheme provided.	
I am happy that the candidate has achieved the total marks detailed on the front of this candidate answer paper.	
<b>Marker Name:</b>	<b>Date:</b>
<b>Marker signature:</b>	<b>Date:</b>

## International ESOL

### Reading Exam Entry Level 3 (B1)

There are three parts to this assessment.

There are 30 marks in total for this assessment.

**Time Allowed: 45 minutes**

Candidate Name:	
Date of Assessment:	
Assessment Venue:	
Candidate declaration:	I confirm that my answers given during this examination are my own and I had no prior knowledge of the content of this examination. I declare that I will not divulge to any person any information about the questions and/or tasks
Candidate signature:	

For marker use	
Marks for Part One	
Marks for Part Two	
Marks for Part Three	
Total marks for paper	

## Part One – There are 8 marks available for Part One.

Read **Text One** and answer the questions.

There are **8** questions.

### Text One

- 1     **York**
- 2     York is a famous historic walled city built on the coming together of the
- 3     rivers Ouse and Foss in North Yorkshire, England!
- 4     The city was founded by the Romans in 71 AD. They called it *Eboracum*.
- 5     It became the capital of the Roman Northern Province in the UK.
- 6     York grew as a major wool-trading centre and became the capital of the
- 7     northern religious province of the Church of England, a role it has kept.
- 8     In the 18<sup>th</sup> and 19<sup>th</sup> \_\_\_\_\_ , it became a centre of engineering because of
- 9     the railways and is home to a major chocolate producer.
- 10    The city is the traditional county town of Yorkshire. The city has a rich
- 11    tradition, and has provided the backdrop to major political events in England
- 12    throughout its very long history.
- 13    The city offers a wealth of historic attractions which include:
- 14        • York minster?
- 15        • Clifford Tower
- 16        • York Museum (which used to be an old prison)
- 17    It is also the home of the famous Jorvik Viking Centre and the Railway
- 18    Museum. It also boasts the “Shambles”, a traditional cobblestoned street
- 19    with shops. This area used to be where the meat sellers were and you can
- 20    still see the meat hooks where they used to hang the meat on many of the
- 21    walls.
- 22    The rich history, the lovely old buildings and the museums have all helped
- 23    York to become a major tourist city in the UK.
- 24    York has over 7 million visitors a year, people come from all over the
- 25    world to experience the many wonderful attractions this old city has to
- 26    offer.

Choose the best response for each question once you have read Text One:

1. Which line has a punctuation error?			For marker use
Tick (✓) one box			
a	Line 2		
b	Line 3		
c	Line 6		
d	Line 10		

2. On line 8, which word would fit in the blank space?			For marker use
Tick (✓) one box			
a	Years		
b	Millennium		
c	Centuries		
d	England		

3. Which line has a spelling error?			For marker use
Tick (✓) one box			
a	Line 6		
b	Line 10		
c	Line 24		
d	Line 25		

4. Which word could be used to replace the word “major” on line 11?			For marker use
Tick (✓) one box			
a	First		
b	Many		
c	Last		
d	Main		

5. Which line has a punctuation error?			For marker use
Tick (✓) one box			
a	Line 5		
b	Line 8		
c	Line 12		
d	Line 14		

6. Which line does not use a capital letter properly?			For marker use
Tick (✓) one box			
a	Line 3		
b	Line 16		
c	Line 22		
d	Line 24		

7. On line 25, which word could you replace “wonderful” with?			For marker use
Tick (✓) one box			
a	Horrible		
b	Dirty		
c	Great		
d	Bland		

8. Which line has a spelling error?			For marker use
Tick (✓) one box			
a	Line 19		
b	Line 22		
c	Line 24		
d	Line 26		

**The assessment continues on the next page.**

<b>Marks for Part One</b>		<b>Out of 8</b>
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## Part Two – There are 11 marks available for Part Two.

Read **Text Two** and answer the questions. There are **11** questions.

### Text Two

#### **Foods from around the World – Blog by Abi Salvi**



*Each country has its own traditional and popular dishes. The ingredients vary from region to region but the basic recipes remain the same. My new book "Abi's World Pantry" contains over 100 recipes of delightful, mouth-watering recipes from around the world. It is available next month from my website:*

*[Abispantry.net](http://Abispantry.net), so pre-order my book now! Here is a little taster of some of my favourites!*

- **Vietnam – Pho**

Pho, a broth-based soup filled with noodles and raw meat, it is offered any time of day, on any street corner or market— it is even popular for breakfast.

- **Thailand: Tom Yum Soup**

Tom Yum translates to "sour/spicy soup" and is the most popular soup in Thailand. You can order it two different ways: with coconut milk or without.

- **Spain: Paella**

This Spanish rice dish is like no other with ingredients like chicken, sausage, shrimp, saffron and potatoes. It originated in the Valencia region, where the two main ingredients, saffron and rice, are found.

- **Austria: Apfelstrudel**

Apfelstrudel or Viennese apple strudel is lovely as a desert or with a nice cup of coffee. Tart apples are paired with a sweet pastry dough to make this delicious pie.

- **Canada: Poutine**

Gravy, fries and cheese curds, not a mixture of ingredients that sound good but it does taste fantastic! In Canada some restaurants have more than 100 variations to choose from, so take the basic recipe and make it yours!



*These recipes and many more are available in my book, plus I have included all of the regional variations! The book is also illustrated so every recipe does have a picture so that you know what the finished dish will look like. So what are you waiting for, get the book and amaze your friends and family with your wonderful variety of dishes from around the world.*



Choose the best response for each question once you have read Text Two:

1. Who has written the blog?			For marker use
Tick (✓) one box			
a	Trad foods		
b	World foods		
c	Abi Salvi		
d	Ann Solti		

2. "The basic recipes remain the same." Is this sentence true or false, according to the text?			For marker use
Tick (✓) one box			
a	True		
b	False		

3. "Abi's World Pantry contains over 100 recipes." Is this statement true or false, according to the text?			For marker use
Tick (✓) one box			
a	True		
b	False		

4. What is the website address?			For marker use
Tick (✓) one box			
a	Worldfood.net		
b	Worldpantry.net		
c	Abispantry.net		
d	Abisworld.net		

5. What does the blog ask you to do about the new book?			For marker use
Tick (✓) one box			
a	Buy it now		
b	Read it all now		
c	Pre-order it now		
d	Cook the recipes		

6. When is Pho popular?			For marker use
Tick (✓) one box			
a	Midday		
b	Breakfast		
c	Supper		
d	Night time		

7. What does Tom Yum mean in English?			For marker use
Tick (✓) one box			
a	Coconut soup		
b	Chicken soup		
c	Sweet/sour soup		
d	Sour/spicy soup		

8. In which region are rice and saffron found?			For marker use
Tick (✓) one box			
a	Valencia		
b	Venice		
c	Spain		
d	Spanish		

9. What is Viennese apple strudel also known as?			For marker use
Tick (✓) one box			
a	Poutine		
b	Paella		
c	Apple pie		
d	Apfelstrudel		

10. What does the blog suggest you do with the recipe for poutine?			For marker use
Tick (✓) one box			
a	Make it at once		
b	Eat it when out		
c	Make it yours		
d	Cook it quickly		

11. There are some illustrations of recipes in the blog. Is this true or false?			For marker use
Tick (✓) one box			
a	True		
b	False		

**The assessment continues on the next page.**

<b>Marks for Part Two</b>		<b>Out of 11</b>
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## Part Three – There are 11 marks available for Part Three

Read **Text Three** and answer the questions. There are **11** questions.

### Text Three

**Email**

**From:** GailVi@Caistorhouse.co.net  
**To:** R.Wilkes@villagehall.co.net

**Subject:**

Dear Miss Wilkes,

I am emailing you about the village hall which I hired on Saturday the 8th, from 8pm till 12-30am for my son's birthday party.

Listed below are the services/facilities and extras that you promised me. These have been cut and pasted from the original email.

- Hall/kitchen will be clean and ready to use
- The kitchen has a full range of working ovens and microwaves
- Full range of cutlery/tableware and cooking utensils
- Constant hot water
- 35 tables to be set up around the hall with 6 chairs per table
- Space left near the stage for dancing
- Professional modern sound system
- Use of Bluetooth microphones
- Range of modern lighting systems for the stage and hall
- 35 red tablecloths and 210 matching serviettes

Well, you only managed to do a few of these things right. Let me start with what you did get right. There was constant hot water, there was a space for dancing near the stage, the hall was clean (but we did need to scrub the worktops in the kitchen before we could put food on them!) and there were 4 Bluetooth microphones – unfortunately, these did not work.

Now for the serious complaint - the microwaves would not work, there was only enough cutlery and plates for 50 people, we had to send my sister out for more. The tables were set up but the chairs were still under the stage. The "professional modern sound system" consisted of 4 old speakers and the "modern lighting" was wall/ceiling lights and some fairy lights! The "red" tablecloths were in fact green and the matching serviettes were blue. You did get the numbers correct though.

My family and I are not very happy about this at all. We wasted time putting right all the things that were wrong and we became very stressed about it all.

I think that we should not have to pay the full amount as you did not fulfil your part of the agreement. I propose that we pay 60% of the bill because of the problems caused.

I look forward to hearing from you with your response very soon. If you wish to contact me by telephone, my number is 0897776661.

Yours sincerely,

Gail Vi

Choose the best response for each question once you have read Text Three.

1. What is the main purpose of the email?		For marker use
Tick (✓) one box		
a	To complain	
b	To describe	
c	To inform	
d	To advise	

2. Who is the sender of the email?		For marker use
Tick (✓) one box		
a	Gail Vi	
b	R. Wilkes	
c	Rachel Vi	
d	Travis Vi	

3. When was the village hall booked for?		For marker use
Tick (✓) one box		
a	The 12th	
b	The 5th	
c	The 6th	
d	The 8th	

4. What was done with the original email?		For marker use
Tick (✓) one box		
a	Information scanned	
b	Information photocopied	
c	Information cut and pasted	
d	Information sent by email	

5. What should the kitchen have?			For marker use
Tick (✓) one box			
a	Full range of fruit		
b	Full range of food		
c	Full range of working ovens		
d	Full range of cleaning pads		

6. How many chairs should each table have?			For marker use
Tick (✓) one box			
a	10		
b	35		
c	8		
d	6		

7. What was the problem with the kitchen worktops?			For marker use
Tick (✓) one box			
a	They had cloths all over them		
b	They were on the wrong side		
c	They were the wrong colour		
d	They had to be scrubbed		

8. Who had to go out for more plates?			For marker use
Tick (✓) one box			
a	Gail's sister		
b	Gail's son		
c	Rachel's sister		
d	Rachel's son		

9. What was the “modern lighting”?			For marker use
Tick (✓) one box			
a	Dimmer lights		
b	Fairy lights		
c	Disco lights		
d	Coloured lights		

10. What colour should the serviettes have been?			For marker use
Tick (✓) one box			
a	Blue		
b	Green		
c	Red		
d	White		

11. Which of the following would be the most suitable subject heading for the email?			For marker use
Tick (✓) one box			
a	Fantastic		
b	Complaint		
c	Booking		
d	Enquiry		

<b>Marks for Part Three</b>		<b>Out of 11</b>
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This is the end of this assessment.

Make sure you have completed the front page.

Hand you answer paper to your invigilator.

**DO NOT REMOVE ANY MATERIALS FROM THE EXAMINATION ROOM**

<b>Marker Declaration:</b>	
I confirm that I have marked this paper using the marking scheme provided.	
I am happy that the candidate has achieved the total marks detailed on the front of this candidate answer paper.	
<b>Marker Name:</b>	<b>Date:</b>
<b>Marker signature:</b>	<b>Date:</b>



## International ESOL

### Writing Exam

#### Entry Level 3 (B1)

**There are two parts to this assessment.**

**There are 30 marks in total for this assessment.**

**Time allowed: 70 minutes**

Candidate Name:	
Date of Assessment:	
Assessment Venue:	
Candidate declaration:	I confirm that my answers given during this examination are my own and I had no prior knowledge of the content of this examination. I declare that I will not divulge to any person any information about the questions and/or tasks
Candidate signature:	

For marker use	
Marks for Part One	
Marks for Part Two	
Total marks for paper	

## Part One – There are 15 marks available for Part One.

For part one, you need to choose **one** of the following **three** options to write.

Write a formal response in the correct format for the type of text.

Option 1	<p>You have been asked to write an article for the school/college/workplace web page. They have suggested the banning of mobile phones in all public places. Suggested ideas to use in your article:</p> <ul style="list-style-type: none"> <li>• Why you are writing the article</li> <li>• Benefits of banning mobile phones</li> <li>• Disadvantages of banning mobile phones</li> <li>• Your opinions</li> </ul>
<b>You should write between 100 and 120 words.</b>	
Option 2	<p>You and your friends have noticed that the equipment and play areas in the local park are very worn and look dangerous. You have heard of a couple of occasions where children have had accidents. Write a letter to your local manager of parks: Mr Tilks, 3 Park House, Greentree. XX1 9ZZ.</p> <p>Suggested ideas to put in your letter:</p> <ul style="list-style-type: none"> <li>• Why you are writing</li> <li>• What the problem is</li> <li>• Describe what accidents have happened</li> <li>• What you would like Mr Tilks to do about it.</li> </ul>
<b>You should write between 100 and 120 words</b>	
Option 3	<p>Write a blog on your local website about sports for young people. Discuss the benefits of sport for young people.</p> <p>Suggested ideas for your blog:</p> <ul style="list-style-type: none"> <li>• Your own experience of sports</li> <li>• The lack of things for young people to do</li> <li>• Talk about facilities in your area</li> <li>• How they can be improved</li> </ul>
<b>You should write between 100 and 120 words</b>	

**Use this space to plan your writing:**

**The assessment continues on the next page.**

[illegible]

[illegible]

**Part Two – There are 15 marks available for Part Two.**

For Part Two, you need to write a response to the following.

Write an informal response in the correct format for the type of text.

<b>Part Two</b>	<p>You receive an email from your friend in the UK. They talk about a film they have recently been to watch. They ask you:</p> <ul style="list-style-type: none"><li>• What type of films you like to watch?</li><li>• What is the best film you have seen?</li><li>• What you liked about the film?</li><li>• What film you would like to see next and why?</li></ul> <p>Write a response to the email.</p>
<b>You should write between 100 and 120 words</b>	

**Use this space to plan your writing:**

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**The assessment continues on the next page.**

[illegible]

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<b>Marks for Part Two</b>		<b>Out of 15</b>
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This is the end of this assessment.

Make sure you have completed the front page.

Hand your answer paper to your invigilator.

**DO NOT REMOVE ANY MATERIALS FROM THE EXAMINATION ROOM**

<b>Marker Declaration:</b>	
I confirm that I have marked this paper using the marking scheme provided.	
I am happy that the candidate has achieved the total marks detailed on the front of this candidate answer paper.	
<b>Marker Name:</b>	<b>Date:</b>
<b>Marker signature:</b>	<b>Date:</b>

## **International ESOL**

### **Candidate Prompt Sheets for Speaking Exam**

#### **Entry Level 3 (B1)**

**There are three parts to this assessment.**

**You will have up to 10 minutes preparation time – 5 minutes each for parts 2 and 3**

**Your speaking assessment will take no more than 5 minutes in total.**

<b>For marker use</b>	
Marks for Part One	
Marks for Part Two	
Marks for Part Three	
Total marks for paper	

**At the start of the assessment, you must state your name, the name of your centre and the date of this assessment.**

**Part One – There are 6 marks available for Part One.**

Part One is a short informal talk or conversation.

You will be asked 5 questions. These can be repeated if you need it.  
You must answer in complete sentences.

This part should last no more than **2 minutes**.

## Part Two – There are 12 marks available for Part Two.

Part Two is **one** short role-play or dialogue. The role-play/dialogue may be between the interlocutor and the candidate or two candidates. **The Interlocutor will tell you which scenario to use. You only need to complete 1 role play in this section.**

The dialogue should last approximately **2** minutes. You will have up to 5 minutes to prepare.

### Scenario 1

You will discuss holidays. You could talk about:

- Your last holiday
- Who you went with
- What you did there
- Your favourite part about the holiday

### Scenario 2

You are planning on visiting a friend in the UK. You could discuss:

- When you would like to go there
- Why you would like to visit
- Which parts of the UK you would like to visit
- What you would like to see while you are there

### Scenario 3

Talk about what a typical day is like at your school/college/workplace  
You could discuss:

- What you usually do/timetable
- Things you like at school/college/work
- Things you do not like
- What you think could be improved

### Scenario 4

You have been asked to describe the place where you live. You could discuss:

- Places of interest
- What you can do there
- The favourite things about where you live
- Bad points about where you live

### Candidate Prompt/note sheet:

This sheet must not be taken outside of the exam area and must be handed to the interlocutor at the end of the exam.

You have up to 5 minutes to prepare.

You should speak for **no more than 2 minutes**.

#### Scenario 1:

You will discuss holidays. You could talk about:

- Your last holiday
- Who you went with
- What you did there
- Your favourite part about the holiday

### Candidate Prompt/note sheet:

This sheet must not be taken outside of the exam area and must be handed to the interlocutor at the end of the exam.

You have up to 5 minutes to prepare.

You should speak for **no more than 2 minutes**.

#### Scenario 2:

You are planning on visiting a friend in the UK. You could discuss:

- When you would like to go there
- Why you would like to visit
- Which parts of the UK you would like to visit
- What you would like to see while you are there

### Candidate Prompt/note sheet:

This sheet must not be taken outside of the exam area and must be handed to the interlocutor at the end of the exam.

You have up to 5 minutes to prepare.

You should speak for **no more than 2 minutes**.

#### Scenario 3:

Talk about what a typical day is like at your school/college/workplace

You could discuss:

- What you usually do/timetable
- Things you like at school/college/work
- Things you do not like
- What you think could be improved

### Candidate Prompt/note sheet:

This sheet must not be taken outside of the exam area and must be handed to the interlocutor at the end of the exam.

You have up to 5 minutes to prepare.

You should speak for **no more than 2 minutes**.

#### Scenario 4:

You have been asked to describe the place where you live. You could discuss:

- Places of interest
- What you can do there
- The favourite things about where you live
- Bad points about where you live



### Part Three – There are 12 marks available for Part Three

Part Three is a conversation based on a prompt you will be shown.

You should speak for no more than **2 minutes**.

You may have up to 5 minutes to prepare what you want to say.



This is the end of this assessment.

Please collect all materials from the candidate(s).

**DO NOT REMOVE ANY MATERIALS FROM THE EXAMINATION ROOM**

<b>Marker Declaration:</b>	
I confirm that I have marked this paper using the marking scheme provided.	
I am happy that the candidate has achieved the total marks detailed on the front of this candidate answer paper.	
<b>Marker Name:</b>	<b>Date:</b>
<b>Marker signature:</b>	<b>Date:</b>

## **International ESOL**

### **Interlocutor's Pack for Speaking Exam**

#### **Entry Level 3 (B1)**

**There are three parts to this assessment.**

**Candidates may have up to 10 minutes preparation time – 5 minutes each for parts 2 and 3.**

**The assessment should last no longer than 6 minutes in total (2 minutes per part)**

<b>For marker use</b>	
Marks for Part One	
Marks for Part Two	
Marks for Part Three	
Total marks for paper	

**At the start of the assessment, the candidate(s) must state their name, centre name and the date of this assessment.**

**Part One – There are 6 marks available for Part One.**

Part One consists of a short informal talk or conversation.

The interlocutor should ask the candidate(s) the following questions for a response. The questions may be repeated. Candidate(s) responses **must** be in sentences.

This part should last no more than **2 minutes**. **Where there are 2 candidates, each candidate should speak for at least 1.5 minutes.**

1. Tell me about two things that you like to do on holiday
2. What is your favourite food and why do you like it?
3. Do you like to go swimming? Why/Why not?
4. What is your favourite colour and why?
5. Tell me about the last film you watched

*The interlocutor may prompt the candidate(s) to elicit more information to add to their response if one word responses are used.*

**The assessment continues on the next page.**

<b>Marks for Part One</b>		<b>Out of 6</b>
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## Part Two – There are 12 marks available for Part Two.

Part Two consists of **one** short role-play/dialogue chosen by the interlocutor from a set selection with a choice of topics. The role-play/dialogue may be between the interlocutor and the candidate or two candidates.

**The dialogue should last approximately 2 minutes. Where there are 2 candidates, each candidate should speak for at least 2 minutes. Candidate(s) may have 5 minutes preparation time.**

The interlocutor should hand the candidate(s) a prompt/note sheet for the chosen scenario and allow the candidate(s) 5 minutes to read the scenario and make notes. These notes may be used during the role-play but may **not** be removed from the examination room.

### Scenario 1

You will discuss holidays. You could talk about:

- Your last holiday
- Who you went with
- What you did there
- Your favourite part about the holiday

### Scenario 2

You are planning on visiting a friend in the UK. You could discuss:

- When you would like to go there
- Why you would like to visit
- Which parts of the UK you would like to visit
- What you would like to see while you are there

### Scenario 3

Talk about what a typical day is like at your school/college/workplace  
You could discuss:

- What you usually do/timetable
- Things you like at school/college/work
- Things you do not like
- What you think could be improved

**Scenario 4**

You have been asked to describe the place where you live. You could discuss:

- Places of interest
- What you can do there
- The favourite things about where you live
- Bad points about where you live

**The assessment continues on the next page.**

<b>Marks for Part Two</b>		<b>Out of 12</b>
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### **Candidate Prompt/note sheet:**

This sheet must not be taken outside of the exam area and must be handed to the interlocutor at the end of the exam.

#### **Scenario 1:**

You will discuss holidays. You could talk about:

- Your last holiday
- Who you went with
- What you did there
- Your favourite part about the holiday



### **Candidate Prompt/note sheet:**

This sheet must not be taken outside of the exam area and must be handed to the interlocutor at the end of the exam.

#### **Scenario 2:**

You are planning on visiting a friend in the UK. You could discuss:

- When you would like to go there
- Why you would like to visit
- Which parts of the UK you would like to visit
- What you would like to see while you are there



### **Candidate Prompt/note sheet:**

This sheet must not be taken outside of the exam area and must be handed to the interlocutor at the end of the exam.

#### **Scenario 3:**

Talk about what a typical day is like at your school/college/workplace  
You could discuss:

- What you usually do/timetable
- Things you like at school/college/work
- Things you do not like
- What you think could be improved

### Candidate Prompt/note sheet:

This sheet must not be taken outside of the exam area and must be handed to the interlocutor at the end of the exam.

**Scenario 4:**

You have been asked to describe the place where you live. You could discuss:

- Places of interest
- What you can do there
- The favourite things about where you live
- Bad points about where you live

### Part Three – There are 12 marks available for Part Three

Part Three consists of a short discussion based on a prompt – photograph, diagram, chart, newspaper article, mind map – provided.

The candidate(s) should be shown the prompt and allowed up to 5 minutes to prepare notes. These notes may be used during the discussion, but they may **not** be removed from the examination room.

The candidate should speak for no more than **2 minutes**. If there are 2 candidates, each candidate should speak for at least **2 minutes**.

The interlocutor may prompt the candidate(s) if needed, with appropriate statements or questions based on the scenario.

Possible questions/prompts for Interlocutor:

- What the candidate(s) see in the image
- What they think the people could be doing
- What they think the buildings could be
- Would they like to go there

<b>Marks for Part Three</b>		<b>Out of 12</b>
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Candidate Prompt:



Possible questions/prompts for the Interlocutor:

- Does this look like a nice place to visit?
- What do you think is happening here?
- Describe what you can see in the picture.
- Have you ever visited London?
- What do you think about the buildings you can see?

This is the end of this assessment.

Please collect all materials from the candidate(s).

**DO NOT REMOVE ANY MATERIALS FROM THE EXAMINATION ROOM**

<b>Marker Declaration:</b>	
I confirm that I have marked this paper using the marking scheme provided.	
I am happy that the candidate has achieved the total marks detailed on the front of this candidate answer paper.	
<b>Marker Name:</b>	<b>Date:</b>
<b>Marker signature:</b>	<b>Date:</b>

## **International ESOL**

### **Marking Scheme for Entry Level 3 (B1) Listening Exam**

#### **Includes transcripts**

This mark scheme remains confidential and should not be supplied or shown to learners who may be taking an International ESOL Listening Exam.

Examination markers should apply this mark scheme when marking examination papers for the Entry Level 3 Listening Exam.

If examination markers have any queries concerning this mark scheme or the marking of candidate examination papers, they should address these to the Moderator.

## Part One

### Correct answers only – no alternatives

1	d	Meet CEFR standard “Understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated and in generally familiar accent”
2	c	
3	b	
4	a	
5	d	
6	c	
7	a	

### Transcript

1. The rain has not stopped.
2. How many days are in one week?
3. I would like to buy some milk.
4. The film is on at the cinema on Friday
5. Is the new car blue?
6. What time does the programme start?
7. Do you like this ice cream?



## Part 2 (a)

### Correct answers only – no alternatives

1	c	Meets CEFR standard “Understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated and in generally familiar accent”
2	d	Meets CEFR standard “understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives
3	a	
4	c	
5	c	
6	d	

### Transcript:

**Luca** – Good evening, my name is Luca and I will be your waiter for the evening. Are you ready to order?

**Rachel** – Hi, yes we are ready to order. We would like to order 3 pizzas with cheese and tomato toppings and one pizza with seafood.

**Luca** – Thank you. Would you like any side orders with the pizzas?

**Rachel** – Yes, can we have 2 side orders of fries please.

**Luca** – Okay no problem. Would you like any drinks?

**Rachel** – Yes, can you tell me what soft drinks you have?

**Luca** – Well, we have cola, orange, lemonade and a range of fresh fruit juices. These are: orange, peach, melon and strawberry.

**Rachel** – Great, can we have 2 colas, 1 fresh melon and 1 fresh peach please. Could I have ice in the colas please, oh and straws?

**Luca** – Thank you. I will place your order and bring your drinks across to the table in a moment. Will there be anything else?

**Rachel** – No, thank you, that will be all for now. We will look at the dessert menu later.



## Part 2 (b)

Correct answers only – no alternatives

1	c	Meets CEFR standard “understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives”
2	d	
3	a	
4	a	
5	c	
6	d	

## Transcript

**Interviewer (I)** - We are now going to talk to Gianni Simpson, captain of Bottesford Town Junior Football Club. They have just won a local football tournament.

*Hello Gianni, congratulations on winning the tournament. Can you tell us all more about it?*

**Gianni** – Hello. Yes, we are very pleased that we have won the tournament. It was hard work but like our trainer, Mr Benson said, we had to work hard and work as team to achieve this win. We all played really well on the day and all the training really did pay off. We did play against some really good teams and our goalie, Archie, had to really work hard, especially in the final game against The CYA!

**(I)** – *What does this win mean to your team?*

**Gianni** – This win means that we can now enter the regional tournament and if we come in the top 3, we can then enter the national football tournament. Which would be fantastic.

**(I)** – *Yes that would certainly be a massive achievement. How long is it till the next tournament?*

**Gianni** – It is in 2 months' time. We are really going to have to train hard and hopefully all our friends and family will carry on supporting us. They have all been great and they have really helped to keep our spirits up.

**(I)** - *Well thank you Gianni, and from all us here at Radio Bots we hope you carry on winning, and who knows, you could be back here in a few months' time with the national trophy!*

## Part 3

### Correct answers only – no alternatives

1	b	Meets CEFR standard “follow a lecture or talk within own field, provided the subject matter is familiar and the presentation is straightforward and clearly structured
2	c	
3	c	
4	c	
5	d	
6	d	Meets CEFR standard “Understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated and in generally familiar accent”
7	c	
8	a	
9	d	
10	c	
11	b	

### Transcript

Today I am going to talk about mobile communications. Have they really improved our communication or have they made us less able to communicate?

Let's look at the good points, mobiles have opened up whole new lines of communications, in fact it has opened up the world! We can now speak to people the other side of the world with one click of a button. If we do not have time for a full conversation, we can just text. On the other hand, it is nice to take time out just to talk to someone. For example, the other day my neighbour sent me a text to see if I would like to join her for a coffee. I was working so I said no. If she had popped around and asked in person, I would have made the time and I would have enjoyed a nice little chat and a much needed break.

Social media is great. I have reconnected with people I had lost touch with over the years and am able to see what is going on in their lives ... but is my life really improved by seeing what my niece had last night for supper or what time her children went to bed? No, I do not think so. Do I really need to see all the fake news that seems to be in abundance? Then again I do like to keep up with world affairs and this is an excellent media for that.

Skype is a fantastic way to talk to people and to see them. It also means I do not have to travel miles to attend meetings, I can attend via my laptop. The downside is at home I am not always smartly dressed and my hair is usually a mess, not a good sight for my boss when he often calls unexpectedly.

I suppose all things have a good side and a bad side. I would love to hear your views so please text, email or Tweet us on our usual number. It is instant!

## **International ESOL**

### **Marking Scheme for Entry Level 3 (B1) Reading Exam**

This mark scheme remains confidential and should not be supplied or shown to learners who may be taking an International ESOL Reading Exam.

Examination markers should apply this mark scheme when marking examination papers for the Entry Level 3 Reading Exam.

If examination markers have any queries concerning this mark scheme or the marking of candidate examination papers, they should address these to the Moderator.

## Part One

### Correct answers only – no alternatives

1	b	Meets CEFR standard “read straightforward factual texts on subjects related to own field and interest with a satisfactory level of comprehension”
2	c	
3	b	
4	d	
5	d	
6	b	
7	c	
8	a	

## Part Two

### Correct answers only – no alternatives

1	c	Meets CEFR standard “Scan longer texts in order to locate desired information, and gather information from different parts of a text or from different texts in order to fulfil a specific task”
2	a	Meets CEFR standard “read straightforward factual texts on subjects related to own field and interests with a satisfactory level of comprehension”
3	a	
4	c	Meets CEFR standard “Scan longer texts in order to locate desired information, and gather information from different parts of a text or from different texts in order to fulfil a specific task”
5	c	Meets CEFR standard “read straightforward factual texts on subjects related to own field and interests with a satisfactory level of comprehension”
6	b	
7	d	
8	a	Meets CEFR standard “Scan longer texts in order to locate desired information, and gather information from different parts of a text or from different texts in order to fulfil a specific task”
9	d	
10	c	
11	b	

## Part Three

### Correct answers only – no alternatives

1	a	Meets CEFR standard “recognise the line of argument in the treatment of the issue presented, though not necessarily in detail”
2	a	Meets CEFR standard “read straightforward factual texts on subjects related to own field and interests with a satisfactory level of comprehension”
3	d	Meets CEFR standard “Scan longer texts in order to locate

<b>4</b>	<b>c</b>	desired information, and gather information from different parts of a text or from different texts in order to fulfil a specific task”
<b>5</b>	<b>c</b>	Meets CEFR standard “recognise lines of argument in the treatment of the issues presented though not necessarily in detail”
<b>6</b>	<b>d</b>	
<b>7</b>	<b>d</b>	
<b>8</b>	<b>a</b>	Meets CEFR standard “Scan longer texts in order to locate desired information, and gather information from different parts of a text or from different texts in order to fulfil a specific task”
<b>9</b>	<b>b</b>	
<b>10</b>	<b>c</b>	
<b>11</b>	<b>b</b>	Meets CEFR standard “identify the main conclusions in clearly signalled argumentative texts

## **International ESOL**

### **Marking Scheme for Entry Level 3 (B1) Writing Exam**

This mark scheme remains confidential and should not be supplied or shown to learners who may be taking an International ESOL Writing Exam.

Examination markers should apply this mark scheme when marking examination papers for the Entry Level 3 Writing Exam.

If examination markers have any queries concerning this mark scheme or the marking of candidate examination papers, they should address these to the Moderator.

Candidates should choose one of the following options and write 100 to 120 words in total:

Option 1	<p>You have been asked to write an article for the school/college/work place web page. They have suggested the banning of mobile phones in all public places. Suggested ideas to use in your article:</p> <ul style="list-style-type: none"> <li>• Why you are writing the article</li> <li>• Benefits of banning mobile phones</li> <li>• Disadvantages of banning mobile phones</li> <li>• Your opinions</li> </ul>
<p><b>Maps to CEFR standards</b>  <b>Can write straightforward connected texts on a range of familiar subjects within own field of interest by linking a series of shorter discrete elements into a linear sequence</b>  <b>And</b>  <b>Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions</b>  <b>And</b>  <b>Spelling, punctuation and layout are accurate enough to be followed most of the time</b></p>	
Option 2	<p>You and your friends have noticed that the equipment and play areas in the local park are very worn and look dangerous. You have heard of a couple of occasions where children have had accidents. Write a letter to your local manager of parks: Mr Tilks, 3 Park House, Greentree. XX1 9ZZ.</p> <p>Suggested ideas to put in your letter:</p> <ul style="list-style-type: none"> <li>• Why you are writing</li> <li>• What the problem is</li> <li>• Describe what accidents have happened</li> <li>• What you would like Mr Tilks to do about it.</li> </ul>
<p><b>Maps to CEFR standards</b>  <b>Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point felt to be important</b>  <b>And</b>  <b>Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions</b>  <b>And</b>  <b>Spelling, punctuation and layout are accurate enough to be followed most of the time</b></p>	

Option 3	<p>Write a blog on your local website about sports for young people. Discuss the benefits of sport for young people. Suggested ideas for your blog:</p> <ul style="list-style-type: none"> <li>• Your own experience of sports</li> <li>• The lack of things for young people to do</li> <li>• Talk about facilities in your area</li> <li>• How they can be improved</li> </ul>
<p><b>Meets CEFR standards</b>  <b>Can write straightforward connected texts on a range of familiar subjects within own field of interest by linking a series of shorter discrete elements into a linear sequence</b>  <b>And</b>  <b>Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions</b>  <b>And</b>  <b>Spelling, punctuation and layout are accurate enough to be followed most of the time</b></p>	



## Part 1

	Content	Accuracy and language	Range and grammar	Organisation	Format
<b>3</b>	The content demands of the task are all fulfilled, covering all the main/relevant points, with appropriate expansion of the topic. The reader is fully informed	Uses a good range of common and vocabulary effectively, accurately, coherently and within the correct context.  Language is coherent and appropriate.  Spelling of common words is accurate. Errors, if present are minimal and do not affect meaning.	Uses a range of simple grammatical forms with accuracy and coherence.  Displays good control of simple sentence structures.  A range of conjunctions are used appropriately and effectively.  Errors, if present are minimal and do not affect meaning.	Uses a range of organisational devices and patterns to aid the reader.  Paragraphing and accurate punctuation is used to organise the text and aid meaning.  Errors, if present are minimal and do not affect meaning.	Uses the conventions of the named format to communicate straightforward ideas effectively and in an appropriate way.  Errors, if present are minimal and do not affect meaning.
<b>2</b>	Most of the content demands are addressed. There may be minor oversights or some irrelevant information. The reader is on the whole informed.	Uses a range of vocabulary, effectively coherently and appropriately.  Language is on the whole coherent and appropriate.  Spelling is mostly accurate.	Uses basic, grammatical forms with accuracy.  Displays some good control with sentence structure.  A range of simple conjunctions are used appropriately.	Uses some organisational devices and patterns to aid the reader.  Paragraphing and punctuation is used to organise the text and aid meaning most of	Uses most of the conventions of the named format to communicate simple ideas in an appropriate way.  Errors, if present do not affect meaning.

		Errors, if present do not affect meaning.	Errors, if present do not affect meaning.	the time.  Errors, if present do not affect meaning.	
<b>1</b>	Misinterpretations of the task and the content demands are not fully addressed. The reader is not fully informed.	Uses basic vocabulary. Although some less common words could be used inappropriately.  Spelling of simple is mostly accurate.  Errors impede meaning some of the time	Uses simple grammatical devices with accuracy.  Displays basic control of simple and complex sentence structures.  Simple conjunctions used, are on the whole accurate.  Errors impede meaning some of the time.	Uses basic organisational features and devises and patterns to aid the reader.  Paragraphing and mostly accurate basic punctuation is used to organise the text and aid meaning some of the time.  Errors impede meaning some of the time.	Uses some of the conventions of the named format to communicate straight forward ideas in a basic way.  Errors, if present may affect meaning.
<b>0</b>	Content is not addressed and the reader is not informed.	Language and spelling does not meet the level required at B1	Grammar and sentence structure does not meet the level required at B1	Organisation and punctuation does not meet the level required at B1	Format does not follow any of the appropriate conventions.
	<b>Marks</b>	<b>Marks</b>	<b>Marks</b>	<b>Marks</b>	<b>Marks</b>
	/3	/3	/3	/3	/3
<b>Total = /15</b>					

## Part 2 – Candidates should write between 100 and 120 words

	<b>Content</b>	<b>Accuracy and language</b>	<b>Range and grammar</b>	<b>Organisation</b>	<b>Format</b>
<b>3</b>	The content demands of the task are all fulfilled, covering all the main/relevant points, with appropriate expansion of the topic. The reader is fully informed	<p>Uses a good range of common and vocabulary effectively, accurately, coherently and within the correct context.</p> <p>Language is coherent and appropriate.</p> <p>Spelling of common words is accurate.</p> <p>Errors, if present are minimal and do not affect meaning.</p>	<p>Uses a range of simple grammatical forms with accuracy and coherence.</p> <p>Displays good control of simple sentence structures.</p> <p>A range of conjunctions are used appropriately and effectively.</p> <p>Errors, if present are minimal and do not affect meaning.</p>	<p>Uses a range of organisational devices and patterns to aid the reader.</p> <p>Paragraphing and accurate punctuation is used to organise the text and aid meaning.</p> <p>Errors, if present are minimal and do not affect meaning.</p>	<p>Uses the conventions of the named format to communicate straightforward ideas effectively and in an appropriate way.</p> <p>Errors, if present are minimal and do not affect meaning.</p>
<b>2</b>	Most of the content demands are addressed. There may be minor oversights or some irrelevant information. The reader is on the whole informed.	<p>Uses a range of vocabulary, effectively coherently and appropriately.</p> <p>Language is on the whole coherent and appropriate.</p> <p>Spelling is mostly accurate. Errors, if present do not affect meaning.</p>	<p>Uses basic, grammatical forms with accuracy.</p> <p>Displays some good control with sentence structure.</p> <p>A range of simple conjunctions are used appropriately.</p>	<p>Uses some organisational devices and patterns to aid the reader.</p> <p>Paragraphing and punctuation is used to organise the text and aid meaning most of the time.</p>	<p>Uses most of the conventions of the named format to communicate simple ideas in an appropriate way.</p> <p>Errors, if present do not affect meaning.</p>

			Errors, if present do not affect meaning.	Errors, if present do not affect meaning.	
<b>1</b>	Misinterpretations of the task and the content demands are not fully addressed. The reader is not fully informed.	Uses basic vocabulary. Although some less common words could be used inappropriately.  Spelling of simple is mostly accurate.  Errors impede meaning some of the time	Uses simple grammatical devices with accuracy.  Displays basic control of simple and complex sentence structures.  Simple conjunctions used, are on the whole accurate.  Errors impede meaning some of the time.	Uses basic organisational features and devises and patterns to aid the reader.  Paragraphing and mostly accurate basic punctuation is used to organise the text and aid meaning some of the time.  Errors impede meaning some of the time.	Uses some of the conventions of the named format to communicate straight forward ideas in a basic way.  Errors, if present may affect meaning.
<b>0</b>	Content is not addressed and the reader is not informed.	Language and spelling does not meet the level required at B1	Grammar and sentence structure does not meet the level required at B1	Organisation and punctuation does not meet the level required at B1	Format does not follow any of the appropriate conventions.
	<b>Marks</b>	<b>Marks</b>	<b>Marks</b>	<b>Marks</b>	<b>Marks</b>
	/3	/3	/3	/3	/3
<b>Total = /15</b>					

## International ESOL

### Marking Scheme for Entry Level 3 (B1) Speaking Exam

This mark scheme remains confidential and should not be supplied or shown to learners who may be taking an International ESOL Speaking Exam.

For guidance, candidate should speak for approximately 5 minutes:

Part 1: 1.5 minutes

Part 2: 2 minutes

Part 3: 1.5 minutes

Where there are **2** candidates, each candidate should speak for **at least** the times stated above.

Examination markers should apply this mark scheme when marking examination papers for the Entry Level 3 Speaking Exam.

If examination markers have any queries concerning this mark scheme or the marking of candidate examination papers, they should address these to the Moderator.

**Part One – allow 2 minutes maximum**

At the start all candidates must state:

**Name**

**Centre**

**Date**

Part 1 – all questions map to CEFR standard “reasonably fluently sustain a straightforward description of one of a variety of subjects within own field of interest, presenting it as a linear sequence of points”		
Question	Answer	Mark
1	Tell me about two things that you like to do on holiday.	/2
2	What is your favourite food and why do you like it?	/1
3	Do you like to go swimming? Why/Why not?	/1
4	What is your favourite colour and why?	/1
5	Tell me about the last film that you watched.	/1
Total marks for part 1		/6

Part 2 – Allow 3 minutes maximum if there are 2 candidates

Set scenario/role play/dialogue.

Part 2 – each scenario maps to CEFR standard “take part in routine formal discussions of familiar subjects which is conducted in clearly articulated speech I the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems”					
Skill	3 marks	2 marks	1 mark	0 marks	Total
<b>Range/ Communicative achievement</b>	Has enough language to get by, with sufficient vocabulary to talk face to face about common topics. Can repeat back part of what someone has said to confirm mutual understanding. Participants are fully informed.	Has enough language to get by, with adequate vocabulary to talk face to face about common topics. Sometimes can repeat back part of what someone has said to confirm mutual understanding Participants are, on the whole, informed.	Limited selection of suitable language/phrases/sentence structure to talk about common topics.. Not always able to repeat back part of what someone has said to confirm mutual understanding Participants not always informed.	Has limited range of language with little or no control. Does not recognise formal and informal setting. Lacks ability to confirm information. Does not communicate effectively.	
<b>Accuracy</b>	Maintains a good degree of grammatical accuracy. Uses simple sentence forms with a good degree of control. Errors are few and do not impede meaning.	Displays some good degree of simple grammatical accuracy. Uses simple sentence forms with a degree of control. Errors do not impede meaning.	Maintains a limited degree of grammatical accuracy. Uses simple sentence forms with limited of control. Errors can impede meaning.	A learner does not apply correct tense or word order as appropriate to the situation. Errors impede meaning.	

<b>Pronunciation</b>	Uses clear pronunciation and intonation which conveys meaning clearly.	Uses good pronunciation most of the time. Meaning is generally conveyed. Errors do not impede meaning.	Uses some good/limited pronunciation but not consistently. Errors can impede meaning.	Speech is unclear and incomprehensible. Errors do impede meaning.	
<b>Fluency</b>	Can express him/herself and fluently with little hesitancy/pauses. These do not distract from meaning.	Can express him/herself fluently, with a few hesitancies/pauses. These do not distract from meaning on the whole.	Can express him/herself fluently in part. Hesitancy/pauses and errors can impede meaning.	Cannot express him/herself fluently. Hesitancies /pauses do affect meaning.	
<b>Totals</b>					<b>/12</b>



### Part 3 – Allow 3 minutes maximum if there are 2 candidates

#### Photograph/article/mind map

<b>Part 3 Meets CEFR standards “reasonably fluently sustain a straightforward description of one of a variety of subjects within own field of interest, presenting it as a linear sequence of points”</b> <b>And “take part in routine formal discussions of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems”</b>					
<b>Skill</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>	<b>0 marks</b>	<b>Total</b>
<b>Range/ Communicative achievement</b>	Has enough language to get by, with sufficient vocabulary to talk face to face about common topics. Can repeat back part of what someone has said to confirm mutual understanding. Participants are fully informed.	Has enough language to get by, with adequate vocabulary to talk face to face about common topics. Sometimes can repeat back part of what someone has said to confirm mutual understanding. Participants are, on the whole, informed.	Limited selection of suitable language/phrases/sentence structure to talk about common topics. Not always able to repeat back part of what someone has said to confirm mutual understanding. Participants not always informed.	Has limited range of language with little or no control. Does not recognise formal and informal setting. Lacks ability to confirm information. Does not communicate effectively.	
<b>Accuracy</b>	Maintains a good degree of grammatical accuracy. Uses simple sentence forms with a good degree of control.	Displays some good degree of simple grammatical accuracy. Uses simple sentence forms with a degree of control.	Maintains a limited degree of grammatical accuracy. Uses simple sentence forms with limited of control. Errors can impede meaning.	A learner does not apply correct tense or word order as appropriate to the situation. Errors impede meaning.	

	Errors are few and do not impede meaning.	Errors do not impede meaning.			
<b>Pronunciation</b>	Uses clear pronunciation and intonation which conveys meaning clearly.	Uses good pronunciation most of the time. Meaning is generally conveyed. Errors do not impede meaning.	Uses some good/limited pronunciation but not consistently. Errors can impede meaning.	Speech is unclear and incomprehensible. Errors do impede meaning.	
<b>Fluency</b>	Can express him/herself and fluently with little hesitancy/pauses. These do not distract from meaning.	Can express him/herself fluently, with a few hesitancies/pauses. These do not distract from meaning on the whole.	Can express him/herself fluently in part. Hesitancy/pauses and errors can impede meaning.	Cannot express him/herself fluently. Hesitancies /pauses do affect meaning.	
<b>Totals</b>					<b>/12</b>

## **Format, content and structure of assessment papers to assess Entry Level 3 (B1 – Achiever)**

CEFR descriptor (Council of Europe)

*Can understand the main points of clear standard input **on familiar matters** regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce **simple connected text** on topics, which are familiar, or of personal interest. Can **describe experiences** and events, dreams, hopes & ambitions and **briefly give reasons and explanations for opinions and plans.***

### **Topics:**

- Leisure activities
- Education
- Film
- Books and literature
- News, lifestyles and current affairs
- Media

**4 parts: Reading, writing, speaking and listening.**

**Each assessment paper carries 30 marks. Total marks for the level = 120 marks.**

**Individual units (reading, writing, speaking and listening) may be achieved separately but all four units must be achieved for the full qualification.**

**Unit certificates may be provided for those not achieving the full qualification.**

**Full qualification certificate will include list of units achieved.**

## Speaking B1

3 parts

**30 marks**

At the start all candidates must state their name, centre and date.

I = interlocutor

C = candidate

### Part 1

informal talk/conversation

Answer 5 question read by interlocutor.

Set questions with no deviation

Multiple choice responses

6 marks

**Speaking time:** Allow 1.5 minutes per candidate, and a minimum of 1.5 minutes per candidate where there are 2 candidates

### Part 2

Role play from a range of familiar scenarios (including prep time 9 min)

Interlocutor choice of subjects

Mark Scheme based to cover requirements

12 marks

**Speaking time:** Allow 2 minutes per candidate, and a minimum of 2 minutes per candidate where there are 2 candidates

### Part 3

Discussion (including prep time 7 min)

Photographs/ newspaper articles provided

Mark scheme based to cover requirements

12 marks

**Speaking time:** Allow 1.5 minutes per candidate, and a minimum of 1.5 minutes per candidate where there are 2 candidates

## **Listening B1**

**3 parts**

**30 marks**

### **Part 1**

Read by the interlocutor - Listen twice to seven short sentences which can be statement, explanation, description, instruction or question, monologue

**8 marks**

**Multiple Choice**

### **Part 2**

Recording – Listen twice to two short conversations with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, roles  
functions, attitudes, feeling and opinions.

**10 marks**

**Multiple Choice**

### **Part 3**

Recording - Listen twice to a discussion/broadcast to identify gist, examples, fact, opinion, contrast, purpose, key ideas, attitude, cause and effect

**12 marks**

**Multiple Choice**

## Reading B1

### 3 parts – one text per part

3 texts (3 texts with a maximum word count of 350 words, 1 text with a maximum word count of 250 words).

30 marks

#### Part 1

shorter text – to include simple spelling mistakes of common words and word choice

8 questions

Multiple Choice

Set mark scheme

#### Part 2

text – to include true/false responses

11 questions

Multiple Choice

Set mark scheme

#### Part 3 –

text - looking for information

11 questions

Multiple Choice

Set mark scheme

## **B1 Writing**

**2 parts**

**30 marks**

Part 1 – formal piece from choice of 3 steers. Suggested formats:

- Formal letters
- Blogs
- Articles
- Leaflets
- Emails

Instruction to write a response to a specified reader and with four content points to be covered.

150-200 words required

15 marks

Part 2 – informal piece, specified instructions. Set steer. Suggested formats:

- Diary entry
- Email to friends
- Blog to colleagues
- Descriptive

Instruction to write a communitive piece on a given topic of personal interest with two functions to be included.

150-200 words required

15 marks