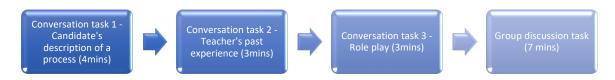


Skills for Life Speaking & Listening Level 1: Test guidance for teachers



Start: Greet the candidate and start with task 1.

Task 1: Candidate's description of a process (up to 4 minutes)

Ask the candidate to show you their photo or object to illustrate their process (e.g. how to fix, make, build, do something etc).

- Ask the candidate to talk about their process.
- Ask questions throughout to aid your understanding of the process and prevent recitation.
- Give the candidate the opportunity to use extended turns to structure their process, indicate the sequence of actions and give explanations/instructions.

Teacher language for task 1	Candidate language for task 1	Criteria assessed in task 1
Ask wh- and yes/no questions to	Describe a process, give an	2.2 – Language
elicit:	explanation and instructions	3.1 – Present information
Level 1 language	Present and past simple passive	3.2 – Convey details (develop
Structure/sequence	Present perfect continuous	ideas, elaborate, respond to
Processes	Conditionals with 'would'	questions)
Explanations	Structure/sequence markers	(See Specifications p9 for full
Instructions	Specialist lexis	Assessment Criteria)
	(See Specifications pp10-13 for	
	Amplification)	

End task 1 and move on to task 2

Task 2: Teacher's past experience (up to 3 minutes)

Tell the candidate about something that happened to you in the past that had interesting personal consequences.

• Give your narrative, encouraging the candidate to comment and ask you questions so that the candidate's listening skills can be accurately assessed.

Teacher language for task 2	Candidate language for task 2	Criteria assessed in task 2
Give a narrative or explanation	Ask questions using Level 1 language	1.1 – Listening
Use a wide range of Level 1	and question types	2.1 – Pronunciation
language in your narrative e.g.	Respond appropriately and use	4.4 – Obtain information (ask
past continuous, past perfect,	markers to signal they are listening	for information, form
modals, phrasal verbs etc.	(See Specifications pp10-13 for	question types)
(See sample videos for conducting	Amplification)	(See Specifications p9 for full
Level 1 Teacher's past experience)		Assessment Criteria)

End task 2 and move on to task 3

Task 3: Role play (up to 3 minutes)

Start by telling the candidate you are going to do the role play. Tell the candidate the role play situation: "I work at the college. I want to have an event to raise money for a local charity. I need your help with this."

- Begin the role play by asking the candidate for some ideas about the kind of event.
- Work with the candidate to exchange information and agree what they need to do and by when.

Teacher language for task 3	Candidate language for task 3	Criteria assessed in task 3
Make/invite suggestions on	Level 1 language and verb forms e.g.	2.2 – Language
aspects of the event	conditionals, causative, modals	4.2 – Express views
Invite opinions	Functional language e.g. suggestions,	4.3 – Plan action
Ask the candidate for more	opinions, feelings, contrast ideas	(See Specifications p9 for full
information (i.e. to elaborate,	Use language/register appropriate for	Assessment Criteria)
justify)	situation	
(See sample videos for conducting	(See Specifications pp10-13 for	
Level 1 role play)	Amplification)	



Skills for Life Speaking & Listening Level 1: Test guidance for teachers

Task 4: Group Discussion (7 minutes – 2 candidates)

Tell the candidates that they are going to have a discussion and that they need to exchange information, express views and come to an agreement.

- Read out the discussion topic below.
- Guide the conversation only where necessary to ensure each candidate has the opportunity to contribute and meet all the assessment criteria, e.g. by asking What do you think, X? Do you agree with X?

Level 1 discussion topic	Criteria assessed in Group Discussion
You are both in the same class and feel you are	1.1 – Listening
getting too much homework. Talk about the best	3.2 – Convey details (give details and develop ideas,
ways to manage your studies. Negotiate and plan how	respond to questions)
to solve this problem.	4.1 – Contribute to discussion (ask about
(See sample videos for conducting Level 1 Group	feelings/opinions and respond, agree disagree)
discussion)	4.2 – Express views (functional language: likes,
	dislikes, feelings, hopes, opinions, justify opinions with
	examples)
	(See Specifications p9 for full Assessment Criteria)
	(See Specifications pp10-13 for Amplification)

End the discussion