

ESOL Skills for Life (3692) Entry 1 Practice Assignment E1AA-1 for single mode assessment



Joining In

Assessment Pack for Speaking and Listening

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Assessment Pack

Administration of the assignment

The assignment must be taken under supervised conditions. This means that all activities will be completed with the assessor, or other designated supervisor, present.

The maximum time allowed for completing the three activities is 45 minutes. Each activity has a **guide** on the time allowed. Any overrunning will mean less time to spend on subsequent activities, so assessors should remind candidates when they have used the allotted time.

Candidates do not have to complete the whole mode in a single session, but must not take it away with them to work on. Candidates may stop at the end of any activity and continue in the next session but must not be rehearsed in the skills to be assessed before completing each activity. If the mode is not completed during a single session, the assessor must sign the work when the candidate stops and date and sign when the candidate restarts enabling tracking by internal and external verifiers.

The assignment activities have been grouped to enable assessment of single modes/spiky profiles more easily. Candidates may be assisted with aspects which are not being assessed. This means that in the Speaking and Listening activities the assessor may tell the candidate what to do if he/she cannot read sufficiently accurately the written instructions. It may be necessary for assessors to intervene and manipulate the Speaking and Listening activities to ensure that the candidate has the opportunity to demonstrate the skills being assessed. Detailed guidance on the role of the assessor is given in sections 1.2 and 1.3.

Tutors must not teach to the actual assessment activities, but it is expected that candidates will have had a lot of practice in speaking and listening in a range of contexts appropriate to the level. By the time the candidates are assessed, they should be aware of what they are to be assessed on (eg in Speaking and Listening this will include grammatical accuracy, pronunciation, range and fluency as well as comprehension and conveying information).

If a candidate is unsuccessful in one or more activities, he/she will need further practice in speaking and listening before being given another opportunity to demonstrate his/her skills at a later date when he/she is ready. The candidate should take a different assignment from the bank provided by City & Guilds.

As a candidate progresses through the levels, he/she should use an assignment on a different topic.

1.1 Student introduction message (activity 1)

This activity requires a tape cassette player with a microphone (audio files for practice assignments are not supplied and you are required to make a recording using the transcript below). The candidate's response should be recorded on a blank cassette for verification. You may prefer to copy the recording onto a blank cassette in advance. You can then use this for the assignment, first in play mode to record the candidate's response.

The candidate may listen to the message up to three times but must not pause the recording.

Transcript for student introduction (activity 1)

Hello. My name is Mai. I am from Japan. I live in England now with my father. My address is 10 New Mill Road, Rose Hill, Birmingham. I am 23.

I am happy to meet you. What is your name? Please tell me about yourself.

Note:

If the candidate has difficulty with the written instructions provided, the assessor should explain the activity to the candidate and check that he/she understands.

Reading is not being tested here and it is important that the candidate is not penalised because of weaknesses in reading skills.

1.2 Assessor notes for meeting with new student (activity 2)

In activity 2, the assessor will take the part of George/Georgia, a student in the English class. The conversation about George/Georgia should last about 2–3 minutes. The assessor may initiate the conversation as long as the candidate asks some questions.

If the candidate has difficulty with the written instructions provided, the assessor should explain the activity to the candidate and check that he/she understands. Reading is not being tested here and it is important that the candidate is not penalised because of weaknesses in reading skills.

The following is background information on George/Georgia to assist assessors in taking on the role. Assessors may amend the content slightly to make it more relevant or to use the details of a person they know. Amendments must be approved by the Internal Verifier and made available to the External Verifier.

The aim of this activity is to assess the candidate's ability to elicit information. The assessor should speak only as much as is necessary to enable the candidate to do this. However, at Entry 1 it is expected that the assessor's contributions will be greater than at the other levels and that he/she will need to manipulate the conversation to keep it going.

- Familiarise yourself with the information given about George/Georgia so that you can answer the candidate's questions clearly and readily.
- Give the candidate time to formulate questions or to respond to your contributions, but when necessary prompt the candidate using a simple question, eg:
 - To begin the conversation: "I am pleased to meet you. What would you like to know about me?"
 - To prompt (further) questions: "Would you like to know anything else about me?"
- Respond to the candidate's questions clearly and fully, not necessarily with complete sentences but naturally (not simply reading aloud from the description).
- Speak naturally, in a friendly and relaxed manner, but with a slow and clear delivery appropriate to speaking to someone whom you know does not speak English as a first language. If the candidate asks for repetition, repeat more slowly then, if necessary, reformulate using simpler language.
- Give one piece of information at a time to allow the candidate time to register and understand it.
- As far as possible avoid using grammatical structures that are beyond the repertoire expected at this level (check from ESOL Curriculum).
- If the candidate says something that is not clear, prompt them to repeat or clarify using a simple request such as "I'm sorry, could you repeat that please?"
- Indicate clearly the end of the activity: "That's the end of activity 2, thank you."

Details about George/Georgia for activity 2

Name	George/Georgia Angelou
Address	65 Stone Street, in any nearby town
Came to address	Two years ago (November 2003)
From	Cyprus
Age	30
Date of birth	16th July
Marital status	Single
Lives with	His/her uncle
Work	As a waiter/waitress in his/her uncle's restaurant
Family	Mother, father, two brothers Petros and Vassili, one sister Anya
Likes	England, football, coming to college, working in his/her uncle's restaurant, meeting his girlfriend/her boyfriend, watching television, listening to music, visiting the cinema, fish and chips
Dislikes	Cold weather, rain, tomatoes, smoking and people who smoke, staying in on Saturday night, people who are rude, getting up before 7 a.m., washing up

1.3 Assessor notes for practice in meeting new people (activity 3)

The assessor should conduct a discussion between the candidate and the new person, taking the part of the new person.

If the candidate has difficulty with the written instructions provided, the assessor should explain the activity to the candidate and check that he/she understands. Reading is not being tested here and it is important that the candidate is not penalised because of weaknesses in reading skills.

The discussion should be semi-formal; it should be friendly and reasonably relaxed, but polite. It should be about 2–3 minutes long and cover typical topics: personal details, personal qualities, family background (brothers and sisters etc), job history, likes and dislikes. Invite questions. Finish by saying you are pleased to meet them and hope you will see them again soon.

You can play the role of Paul(a) [see the information on Paul(a) below] to prompt and respond to questions as required or you can choose a role of your own. You should focus on the candidate's responses and personal details, though and not on Paul(a)'s.

The aim of this activity is to assess the candidate's ability to respond to questions about themselves, particularly with personal details and likes/dislikes.

- Prepare a script of questions. These should include:
 - Requests for name, where they live, how long they have lived there, where they lived before/where they are from.
 - Questions relating to the candidate's family, eg "Do you have any brothers and sisters? Do they live with you? Where do the rest of your family live? Tell me about your family."
 - Questions relating to the candidate's current situation, eg "Do you have a job? What do you do in your job? Do you want to get a job? What do you hope to do? Do you go to college? What do you do at college? Do you want to take exams soon?"
 - Questions relating to the candidate's personal qualities/likes and dislikes, eg "Do you like your job? What do you like about it? Are you good at your job? What else are you good at? What do you like doing when you are not working? What do you dislike? Do you have a religion? When do you go to the mosque/the temple/church? Do you like going? What do you do there?"
- Begin with a friendly greeting to set a relaxed tone. Introduce yourself using your own details or those provided for Paul(a) above.
- Do not stick rigidly to the script but try to ensure that any follow up questions are clear and simple: ask for one piece of information at a time and avoid embedded questions ("Why did you leave college?" not "Perhaps you could tell me why...")
- Speak naturally, in a friendly and relaxed manner, but with a slow and clear delivery appropriate to speaking to someone whom you know does not speak English as a first language.
- Give the candidate time to respond before jumping in with a reformulation. If the candidate asks for repetition, repeat more slowly then, if necessary, reformulate using simpler language.
- As far as possible avoid using grammatical structures that are beyond the repertoire expected at this level (check from ESOL Curriculum).
- If the candidate says something that is not clear, prompt them to repeat or clarify using a simple request such as "I'm sorry, could you repeat that please?"
- Indicate clearly the end of the discussion.

Details about Paul(a) for activity 7

Name	Paul(a) Jenkins
Address	Lives in South Birmingham
Came to address	Three years ago
From	Bradford in Yorkshire
Age	25
Date of birth	23rd June
Marital status	Married
Lives with	Husband/Wife; no children
Work	At college on a computer course. Wants to work in computers
Family	Mother and father in Bradford; one sister Susan
Likes	Fast cars, clubbing, making her own clothes/working on his motorbike, shopping, sunshine, seeing her/his parents, swimming, chocolate, David Beckham/Kylie Minogue, hot baths
Dislikes	House cleaning, cats, onions, bus travel

1.4 Notes on using the mark scheme and assessment records

The Summary Assessment Record acts as a mark scheme and record of achievement. It gives a breakdown of the marks available and descriptions of the performance expected for each mark. Where marks are given in brackets, they are only to be awarded for performance which does not meet the descriptor for the higher marks above. Marks in brackets are set at the level of just meeting the standards at Entry 1. The higher marks available are to reward performance that exceeds that required at Entry 1. The totals required for success in each activity are set so that candidates with a slight weakness in one area can still achieve if they demonstrate particularly strong skills in another area.

Entry 1 assessment criteria assessed in each activity - for reference only

Speaking & Listening

1.1.1	listen for the gist of short explanations	(in Activity 2, 3)
1.1.2	listen for detail using key words to extract some specific information	(A1)
1.1.3	follow single step instructions in a familiar context	(A1)
1.1.4	listen and respond to requests for personal information	(A1, 3)
1.1.5	speak clearly to be heard and understood in simple exchanges	(A1, 2, 3)
1.1.6	make requests using appropriate terms	(A2)
1.1.7	ask questions to obtain specific information	(A2)
1.1.8	make statements of fact clearly	(A2, 3)
1.1.9	speak and listen in simple exchanges	(A2, 3)

ESOL Entry 1 Assignment – Joining In

Summary Assessment Record for Entry 1 Speaking and Listening

Candidate's name _____

National Standard	ESOL Reference	Marking guide	Marks
		Activity 1 – Student introduction	
		Content	
1.1.2	Lr/E1.2a&e	Candidate writes down name (Mai) – do not penalise spelling age (23)	1 1
1.1.4	Lr/E1.4a–b	Candidate states name address or just name of town/village/road/area	1 1
1.1.3	Lr/E1.3a	Candidate states one other piece of relevant information	1
1.1.5	Sc/E1.1a–b	All information is clear and difficult names/places are spelt, if necessary	2
		Most information is clear (but difficult names/places may not be spelt)	(1)
Grammatical accuracy	Sc/E1.4b	Language features Statements used to give information are correct in respect of subject-verb agreement, word order, use of definite, indefinite and zero article, possessives.	2
		Statements used to give information are mainly correct in respect of subject-verb agreement, word order, use of definite, indefinite and zero article, possessives. Any grammatical errors do not impede communication.	(1)
Pronunciation		Candidate articulates most sounds of English so as to be understood. Pronounces common words with understandable word stress. Produces a neutral vowel (schwa) in unstressed syllables. Uses falling intonation in statements. Pronounces letter names correctly.	2
		Candidate articulates most sounds of English so as to be understood. Pronounces most letter names recognisably.	(1)
		Total marks for activity 1	<input type="checkbox"/>
		7 out of 11 possible marks required for success Tick if activity 1 Speaking & Listening successfully achieved	<input type="checkbox"/>
Activity 1 – Student introduction Examples of performance			
Note: A tape of this activity must be available for the Internal and External Verifiers.			

ESOL Entry 1 Assignment – Joining In

Summary Assessment Record for Entry 1 Speaking and Listening

Continued

National Standard	ESOL Reference	Marking guide	Marks
		Activity 2 – Finding out information	
		Content	
1.1.8 1.1.5	Sc/E1.4a Sc/E1.1a–b	Candidate tells assessor s/he would like information about the student	1
1.1.6	Sc/E1.2a	Candidate asks student for name	1
1.1.7	Sc/E1.3b	where s/he lives	1
1.1.9	Sd/E1.1a Lr/E1.5b&d	Candidate asks student for two more pieces of personal information or Candidate asks for one piece of personal information	2 (1)
1.1.1	Lr/E1.1a–d	Candidate demonstrates following the gist of the explanation by keeping up with the conversation	1
1.1.1	Lr/E1.1b&d	Candidate checks s/he has understood by asking questions or by repeating information and looking for confirmation	1
Grammatical accuracy	Sc/E1.3b Sc/E1.4a	Language features Questions used to elicit information are grammatically sufficiently well-formed to communicate. Statements used to give information are correct in respect of subject-verb agreement, present tense of common verbs, word order, use of definite, indefinite and zero article.	2
		Questions used to elicit information are grammatically sufficiently well-formed to communicate. Statements used to give information are mainly correct in respect of subject-verb agreement. Any grammatical errors do not impede communication	(1)
Pronunciation	Sc/E1.1b Sc/E1.1a	Candidate articulates most sounds of English so as to be understood. Pronounces common words with understandable word stress. Produces a neutral vowel (schwa) in unstressed syllables. Uses falling intonation in statements and appropriate intonation in questions.	2
		Candidate articulates most sounds of English so as to be understood. Uses falling intonation in statements and approximates an appropriate intonation in questions.	(1)
Range		Candidate uses appropriate vocabulary and expressions for eliciting and conveying basic information about jobs.	2

ESOL Entry 1 Assignment – Joining In

Summary Assessment Record for Entry 1 Speaking and Listening

Continued

National Standard	ESOL Reference	Marking guide	Marks
		Candidate has sufficient repertoire of vocabulary and expressions to make him/herself understood most of the time. The assessor may occasionally need to ask for clarification.	(1)
Fluency/ discourse		Candidate maintains his/her end of the conversation most of the time. Pauses and hesitations do not seriously impede communication. Candidate's contributions may consist largely of unconnected utterances but these are coherent and appropriate within the context of the conversation.	2
		Candidate maintains his/her end of the conversation most of the time with some help from the assessor. Candidate's contributions consist of unconnected utterances but these are mainly coherent and appropriate within the context of the conversation.	(1)
Comprehension	Lr/E1.1c Lr/E1.1b Sc/E1.3b	Candidate keeps up with the conversation most of the time. May not understand everything the assessor says first time, but can use appropriate formulae to request clarification or repetition and thus succeeds in correctly understanding the main points of what is heard.	2
		Candidate keeps up with the conversation most of the time. Misunderstandings do not seriously impede communication.	(1)
		Total marks for activity 2	<input type="checkbox"/>
		10 out of 17 possible marks required for success Tick if activity 2 Speaking & Listening successfully achieved	<input type="checkbox"/>
Activity 2 – Finding out information Examples of performance			

ESOL Entry 1 Assignment – Joining In

Summary Assessment Record for Entry 1 Speaking and Listening

Continued

National Standard	ESOL Reference	Marking guide	Marks
		Activity 3 – Practice meeting with new student	
		Content	
1.1.1	Lr/E1.1a–d Sd/E1.1b–c	Candidate follows the gist of the discussion or follows the gist most of the time	2 (1)
1.1.9	Lr/E1.b-d		
1.1.4	Lr/E1.4a–b	Candidate responds appropriately to straightforward questions or responds appropriately to at least one question	2 (1)
1.1.8	Sc/E1.4a–b	Candidate expresses clearly statements of fact	2
1.1.5	Sc/E1.5a–b	or makes statements understood	(1)
		Language features	
Grammatical accuracy	Sc/E1.4b	Statements used to give information are correct in respect of subject-verb agreement, word order, use of definite, indefinite and zero article, possessives.	2
		Statements used to give information are mainly correct in respect of subject-verb agreement, word order, use of definite, indefinite and zero article, possessives. Any grammatical errors do not impede communication.	(1)
Pronunciation	Sc/E1.1b Sc/E1.1a	Candidate articulates most sounds of English so as to be understood. Pronounces common words with understandable word stress. Produces a neutral vowel (schwa) in unstressed syllables. Uses falling intonation in statements and appropriate intonation in questions.	2
		Candidate articulates most sounds of English so as to be understood. Uses falling intonation in statements and approximates an appropriate intonation in questions.	(1)
Range		Candidate uses appropriate vocabulary and expressions for eliciting and conveying basic information about jobs.	2
		Candidate has sufficient repertoire of vocabulary and expressions to make him/herself understood most of the time. The assessor may occasionally need to ask for clarification.	(1)
Fluency/ discourse		Candidate maintains his/her end of the conversation most of the time. Pauses and hesitations do not seriously impede communication. Candidate's contributions may consist largely of unconnected utterances but these are coherent and appropriate within the context of the conversation.	2

ESOL Entry 1 Assignment – Joining In

Summary Assessment Record for Entry 1 Speaking and Listening

Continued

National Standard	ESOL Reference	Marking guide	Marks
		Candidate maintains his/her end of the conversation most of the time with some help from the assessor. Candidate's contributions consist of unconnected utterances but these are mainly coherent and appropriate within the context of the conversation.	(1)
Comprehension	Lr/E1.1 c Lr/E1.1b	Candidate keeps up with the conversation most of the time. May not understand everything the assessor says first time, but can use appropriate formulae to request clarification or repetition and thus succeeds in correctly understanding the main points of what is heard.	2
		Candidate keeps up with the conversation most of the time. Misunderstandings do not seriously impede communication.	(1)
		Total marks for activity 3	<input type="checkbox"/>
		9 out of 16 possible marks required for success Tick if activity 3 Speaking & Listening successfully achieved	<input type="checkbox"/>
Activity 3 – Practice meeting with new student Examples of performance			

Tick if all Entry 1 Speaking and Listening activities successfully achieved	<input type="checkbox"/>
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Assessor's name _____ Signature _____ Date _____

Candidate's signature _____ Date _____

Internal verifier's name _____ Signature _____ Date _____

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