

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



Joining In Assessment Pack

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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. Candidates will have up to 2½ hours to complete the assignment, which includes 30 minutes checking time. 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 assignment 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 assignment 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 are each focussed on one of the three skill areas. Candidates may be assisted with aspects that are not being assessed (eg in activities 2 and 3 the assessor may tell the candidate what to do if he/she cannot read sufficiently accurately the written instructions; candidates may speak their answers rather than write them for activities 1 and 6). It may be necessary for assessors to intervene and manipulate the speaking and listening activities (3 and 7) 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 reading, writing, 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 the relevant mode 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. Because of the way the activities lead into one another, the candidate should normally do the whole assignment, unless there is a good reason not to (eg because they are not doing the Writing mode). However, the candidate only needs to be assessed on those activities in which he/she was unsuccessful on the previous occasion. This must be clearly indicated on the candidate's work.

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

The following documents are included in this assessment pack:

- 1.1 Transcript for student introduction (activity 2)
- 1.2 Assessor information about the student to be questioned (activity 3)
- 1.3 Assessor information for discussion about meeting people (activity 7)
- 1.4 Notes on using the mark scheme and assessment records
- 2.1 Entry 1 assessment criteria assessed in each activity (for reference only)
- 3.1 Summary Assessment Record for recording success at Entry 1
- 3.2 Speaking and Listening Assessment Record for evidencing activities 2, 3 and 7

1.1 Transcript for student introduction (activity 2)

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.

The voice on the tape should not be that of the candidate's own tutor.
The candidate may listen to the complete script up to three times, but must not pause the tape.

1.2 Assessor notes for meeting with new student (activity 3)

In activity 3, 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.

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 3, thank you."

Details about George/Georgia for activity 3

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 7)

The assessor should conduct a discussion between the candidate and the new person, taking the part of the new person. 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 (3.1) acts as a mark scheme and a 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.

The marks are organised into columns headed S&L (Speaking & Listening), R (Reading) and W (Writing) to assist assessors when candidates are seeking certification for only one or two modes.

Assessors must complete a Summary Assessment Record for each candidate and give examples on the Speaking and Listening Assessment Record (3.2) of how the candidate met the assessment criteria.

2.1 ESOL Entry 1 Practice Assignment – Joining In

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 3, 7)
1.1.2	listen for detail using key words to extract some specific information	(A2)
1.1.3	follow single step instructions in a familiar context	(A2)
1.1.4	listen and respond to requests for personal information	(A2, 7)
1.1.5	speak clearly to be heard and understood in simple exchanges	(A2, 3, 7)
1.1.6	make requests using appropriate terms	(A3)
1.1.7	ask questions to obtain specific information	(A3)
1.1.8	make statements of fact clearly	(A3, 7)
1.1.9	speak and listen in simple exchanges	(A3, 7)

Reading

1.2.1	follow a short narrative on a familiar topic or experience	(A1, 6)
1.2.2	recognise the different purposes of texts at this level	(A6)
1.2.3	possess a limited, meaningful sight vocabulary of words, signs and symbols	(A1, 4)
1.2.4	decode simple, regular words	(A1, 4)
1.2.5	recognise the letters of the alphabet in both upper and lower case	(A1, 4)

Writing

1.3.1	use written words and phrases to record or present information	(A4, 5)
1.3.2	construct a simple sentence	(A5)
1.3.3	punctuate a simple sentence with a capital letter and a full stop	(A5)
1.3.4	use a capital letter for personal pronoun 'I'	(A5)
1.3.5	spell correctly some personal keywords and familiar words	(A4, 5)
1.3.6	write the letters of the alphabet using upper and lower case	(A4, 5)

3.1

ESOL Entry 1 Practice Assignment – Joining In

Summary Assessment Record for Entry 1

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
		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 2	<input type="checkbox"/>		
		7 out of 11 possible marks required for success Tick if activity 2 Speaking & Listening successfully achieved	<input type="checkbox"/>		
		Activity 3 – 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		

3.1

ESOL Entry 1 Practice Assignment – Joining In

Summary Assessment Record for Entry 1

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
		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		
		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 3	<input type="checkbox"/>		
		10 out of 17 possible marks required for success Tick if activity 3 Speaking & Listening successfully achieved	<input type="checkbox"/>		

3.1

ESOL Entry 1 Practice Assignment – Joining In

Summary Assessment Record for Entry 1

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
1.2.3 1.2.4 1.2.5	Rw/E1.1a Rw/E1.2a Rw/E1.3a–b	Activity 4a – Student record form (reading) Candidate identifies correctly the information needed on the form (by writing information in the correct places or verbally): full name address family name in box and/or telephone number and/or first language		1 1 1	
		Total marks for activity 4a		<input type="checkbox"/>	
		2 out of 3 possible marks required for success Tick if activity 4a Reading successfully achieved		<input type="checkbox"/>	
1.3.1 1.3.6 1.3.5 1.3.6	Wt/E12.1a Ww/E1.2a–b Ww/E1.1a–c Ww/E1.2a–b	Activity 4b – Student record form (writing) Candidate writes correctly the information needed on the form (do not penalise if in wrong place): family name and first names address telephone number and/or first language Candidate uses initial capital letters for proper nouns and capital letters for postcode Candidate spells most personal details correctly (1 or 2 errors) Candidate produces legible text			1 1 1 1 1 1
		Total marks for activity 4b			<input type="checkbox"/>
		4 out of 6 possible marks required for success Tick if activity 4b Writing successfully achieved			<input type="checkbox"/>
1.3.1 1.3.6 1.3.2 1.3.3 1.3.4 1.3.5	Wt/E1.1a Ws/E1.2a Ws/E1.1a Ws/E1.2a Ws/E1.3a Ww/E1.1a	Activity 5 – Student record (extended writing) Content Candidate produces a piece of writing that includes at least two relevant pieces of information about her/himself or some information about her/himself at least two more pieces of information about eg family, job, life situation or likes and dislikes or one more piece of information as above			2 (1) 2 (1)

3.1

ESOL Entry 1 Practice Assignment – Joining In

Summary Assessment Record for Entry 1

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
Grammatical accuracy	Ws/E1.1a	Language features Candidate writes complete sentences with very few errors in simple sentences with subject-verb agreement or acceptable word order or use of present tense in regular and common verbs. Any errors do not impede communication.			2
		Most sentences are complete and well formed. Few errors in grammatical features expected at this level: use of simple sentences with acceptable word order and use of present tense in regular and common verbs. Any errors do not seriously impede communication.			(1)
Range		Candidate uses a range of appropriate vocabulary and expressions for giving personal information, for example “I come from...” to express origin, “I am a ...” for job or profession.			2
		Candidate uses mostly appropriate vocabulary and expressions for giving basic personal information.	(1)		
Spelling, punctuation & capitalisation	Ww/E1.1a Ws/E1.3a	The writing has all personal details and key words spelt correctly. Initial capital letters are used consistently in sentence initial position, for proper names and for first person ‘I’. Full stops are used correctly throughout.			2
		The writing has most personal details and key words spelt correctly. Spelling errors do not impede communication. Capital letters are used consistently in sentence initial position and full stops are mainly used correctly throughout.			(1)
Formality/informality	Ww/E1.2a	The writing is of suitable register (free of marked colloquialisms). Handwriting is legible and uses upper and lower case letters.			1
		Total marks for activity 5			<input type="checkbox"/>
		7 out of 11 possible marks required for success Tick if activity 5 Writing successfully achieved			<input type="checkbox"/>

3.1

ESOL Entry 1 Practice Assignment – Joining In

Summary Assessment Record for Entry 1

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
1.2.2	Rt/E1.2a	Activity 6 – Party invitation 1 Candidate identifies the note is to invite her/him to a party		1	
1.2.1	Rt/E1.1a–b	2 Candidate answers Friday 7–9 pm 3 Candidate answers Room 5/follow the signs		1 1 1	
		Total marks for activity 6		<input type="checkbox"/>	
		3 out of 4 possible marks required for success Tick if activity 6 Reading successfully achieved		<input type="checkbox"/>	
		Activity 7 – Practice meeting with new student Content			
1.1.1	Lr/E1.1a–d	Candidate follows the gist of the discussion	2		
1.1.9	Sd/E1.1b–c	or follows the gist most of the time	(1)		
1.1.4	Lr/E1.b-d				
1.1.4	Lr/E1.4a–b	Candidate responds appropriately to straightforward questions	2		
		or responds appropriately to at least one question	(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)		

3.1

ESOL Entry 1 Practice Assignment – Joining In

Summary Assessment Record for Entry 1

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
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		
		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/E1.1 b	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 7	<input type="checkbox"/>		
		9 out of 16 possible marks required for success Tick if activity 7 Speaking & Listening successfully achieved	<input type="checkbox"/>		

Tick if all Entry 1 Speaking & Listening activities successfully achieved	<input type="checkbox"/>		
Tick if all Entry 1 Reading activities successfully achieved		<input type="checkbox"/>	
Tick if all Entry 1 Writing activities successfully achieved			<input type="checkbox"/>

Assessor's name _____ Signature _____ Date _____

Candidate's signature _____ Date _____

Internal verifier's name _____ Signature _____ Date _____

3.2

E1 Practice Assignment – Joining In

Speaking and Listening Assessment Record (Activities 2, 3 and 7)

Candidate's name _____

1.1.2 1.1.3 1.1.4 1.1.5	Lr/E1.2a&e Lr/E1.3a Lr/E1.4a–b Sc/E1.1a–b	Activity 2 – Student introduction Examples of performance Note: A tape of this activity must be available for the internal and external verifiers	Marks allocated (maximum 9)
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1.1.1 1.1.5 1.1.6 1.1.7 1.1.8 1.1.9	Lr/E1.1a–d Sc/E1.1a–b Sc/E1.2a Sc/E1.3a–d Sc/E1.4a Sd/E1.1a–c	Activity 3 – Finding out information Examples of performance	Marks allocated (maximum 15)
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1.1.1 1.1.4 1.1.5 1.1.8 1.1.9	Lr/E1.1a–d Lr/E1.4a–b Sc/E1.1a–b Sc/E1.4a–e Sd/E1.1a–c	Activity 7 – Practice meeting with new student Examples of performance	Marks allocated (maximum 16)
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Assessor's name _____ Signature _____ Date _____

Candidate's signature _____ Date _____

Internal verifier's name _____ Signature _____ Date _____