

# ESOL Skills for Life (3692) Entry 3 Practice Assignment E3AA-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 1 hour 15 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.



## 1.2 Assessor notes for People’s Forum meetings information (activity 2)

In activity 2, the assessor will take the part of someone who works for the council and who knows about the People’s Forum. The conversation about the meeting should be initiated by the candidate and last about 5–10 minutes.

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 each meeting to assist assessors in taking on the roles. Assessors may amend the content slightly to make it more relevant locally (eg by referring to a real local issue or by responding to the candidates personal views). 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 and opinions. The assessor should speak only as much as is necessary to enable the candidate to do this. At Entry 3 it is expected that candidate will be able to keep the conversation going with minimal prompting from the assessor.

- Familiarise yourself with the information given in the meeting profiles on the following page 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 if necessary prompt the candidate at crucial stages of the conversation using questions such as:
  - To begin the conversation: “So, which meeting are you interested in?” or “What would you like to know about the meeting you have chosen?”
  - To prompt (further) questions: “What else would you like to know about (this issue)?”
  - To prompt questions about your opinion: “Would you like to know what I think about (this issue)?”
- Respond to the candidate’s questions clearly and fully, not necessarily with complete sentences but naturally (not simply reading aloud from the notes).
- Speak naturally, in a friendly and relaxed manner, but with a clear delivery. 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.”

## General information about the People’s Forum meetings

<b>Run by</b>	The local council
<b>Purpose</b>	To hear the views of local residents and to allow discussion
<b>Location</b>	Various around the area but this month in the Community Hall in George Street
<b>Time</b>	7:30pm
<b>Attendance</b>	Between 30 and 150 people depending on the issue
<b>What happens</b>	<p>People take turns to express their views and to ask questions of the councillor(s) on the topic chosen by the council. The councillor in charge submits a written record of the main views to the council. At the end of the meeting there is a “Soapbox slot” – this is when four people have the chance to talk to other members</p> <p>of the community and the council for up to 3 minutes on a topic that is important to them.</p>
<b>Issue</b>	<b>Public transport</b>
<b>History</b>	The local bus company has changed the bus routes. Some people think they don’t run often enough. People in some parts of Rose Hill have to walk too far now to reach a bus stop. Also many bus stops need new shelters. This is very hard on children and old people. More people now use cars instead of the bus, causing traffic jams, especially at school time, and parking problems.
<b>Proposed action</b>	Councillors to meet bus company managers with a plan for a better bus service and more bus shelters. Council to offer help with bus fares for children travelling to school.
<b>Issue</b>	<b>Adult education classes</b>
<b>History</b>	There have been adult education classes in Rose Hill for a long time in many subjects including art, music, English, computers, money management and car maintenance. To save money, the council has stopped all classes that used to be held in the Community Hall. Many residents are unhappy.
<b>Proposed action</b>	Council to find a way to pay for classes in the Community Hall. Students may have to pay more for each class.
<b>Issue</b>	<b>Housing</b>
<b>History</b>	The council does not have enough council houses or flats. A lot of families live in hostels and have to move around a lot. People need to stay in one place.
<b>Proposed action</b>	Council to plan for more council houses and flats through building and buying and to encourage people who own flats to rent them to council tenants.

<b>Issue</b>	<b>Keeping the streets clean</b>
<b>History</b>	The streets have become very dirty with a lot of graffiti. There are heaps of rubbish on some street corners and old cars that look rusty and ugly. People drop litter and leave old food to go bad and smell.
<b>Proposed action</b>	Removal of fly tips, graffiti and old cars. More bins.

<b>Issue</b>	<b>Noisy neighbours</b>
<b>History</b>	Some people have very noisy parties which go on until the early hours of the morning. In some blocks of flats people shout and disturb the neighbours with loud music. People complain but nothing happens. There is one block of flats where the noise is very bad all the time – no one can sleep.
<b>Proposed action</b>	Council to take action – first to visit the offenders and to give them a warning, then to take them to court or to move them to a different property if in council accommodation.

<b>Issue</b>	<b>What to do with teenagers</b>
<b>History</b>	There is nothing for teenagers to do so they hang around the streets and get involved with drugs and crime. There was once a cinema in the area but it has closed.
<b>Proposed action</b>	Council to raise money to care for teenagers, resulting in: a new social centre with a games room and computer suite; a programme of community work including running a playgroup for children and care for the elderly; art, drama and music classes; a drop-in advice centre; a local cinema.

### 1.3 Assessor notes for discussion (activity 3)

The assessor should conduct a discussion about the issue that the candidate has selected, taking the part of a member of the People's Forum.

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 acknowledging the importance of what is discussed. It should be about 7–10 minutes long and cover a routine introduction including personal details, questions about personal history, where they live, why they are interested in the topic and what they want to see happen. Invite questions. Finish by saying this has been a very interesting discussion.

Use information from 1.2 above to inform the discussion.

The aim of this activity is assess the candidate's ability to respond to questions and provide information about themselves and their views on a topic that interests them.

- Prepare a script of questions you might ask of a new attendee at the People's Forum. These should include:
  - Requests for personal details.
  - Questions relating to the candidate's area of interest, eg "So, what do you want to talk about at the meeting?"; "Why does this interest you?"
  - Questions relating to the candidate's personal history in relation to the issue of interest, eg "What classes did you attend at the Community Hall?"
  - Questions eliciting the candidate's view on the issue, eg "Tell me what you think the council should do about this and how will this help you."
- Begin with a friendly greeting to set a relaxed tone. Introduce yourself.
- Do not stick rigidly to the script and ask follow up questions.
- Include open questions to encourage the candidate to talk.
- Include some compound and complex questions, appropriate to the level.
- Speak naturally, in a friendly and relaxed manner, but with 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.
- 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?"
- Invite questions.
- Indicate clearly the end of the discussion.

## 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 3. The higher marks available are to reward performance that exceeds that required at Entry 3.

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 3 assessment criteria assessed in each activity - for reference only

#### Speaking & Listening

3.1.1	listen for and follow the gist of straightforward explanations, instructions and narratives in different contexts	(in Activity 1, 2)
3.1.2	listen for detail in explanations, instructions and narratives in different contexts	(A2)
3.1.3	listen for and identify relevant information and new information from discussions, explanations and presentations	(A1, 3)
3.1.4	use strategies to clarify and confirm understanding	(A1)
3.1.5	listen to and respond appropriately to other points of view	(A1)
3.1.6	speak clearly to be heard and understood, using appropriate clarity, speed and phrasing	(A2, 3)
3.1.7	use formal language and register when appropriate	(A3)
3.1.8	respond to a range of questions about familiar topics	(A3)
3.1.9	express clearly statements of fact and give short explanations, accounts and descriptions	(A1, 3)
3.1.10	make requests and ask questions to obtain information in familiar and unfamiliar contexts	(A1, 2)
3.1.11	follow and understand the main points of discussions on different topics	(A3)
3.1.12	make contributions to discussions that are relevant to the subject	(A3)
3.1.13	respect the turn-taking rights of others during discussions	(A3)

## ESOL Entry 3 Assignment – Joining In

### Summary Assessment Record for Entry 3 Speaking and Listening

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

National Standard	ESOL Reference	Marking guide	Marks
		<b>Activity 1 – Finding out information</b>	
		<b>Content</b>	
3.1.9	Sc/E3.4a	Candidate tells assessor which meeting s/he is interested in why s/he is interested in that meeting	1 1
3.1.10	Sc/E3.3a–d	Candidate asks assessor about the meeting	1
3.1.3	Lr/E3.3b	Candidate asks for some details	1
3.1.1	Lr/E3.1a&c	Candidate demonstrates following the gist of the explanation by keeping up with the conversation	1
		Candidate identifies the main points about the meeting in writing or	2
		Candidate identifies one main point in writing	(1)
		Candidate finds out what the assessor thinks about the choice of meeting/issue	1
		Candidate tells tutor her/his opinion of the issue	1
		Candidate tells tutor why s/he wants the council to act	1
3.1.4	Lr/E3.4a	Candidate checks s/he has understood by asking for clarification where necessary	1
		<b>Language features</b>	
Grammatical accuracy	Sc/E3.3d Sc/E3.4a	Candidate makes no significant errors in respect of structures expected at this level.	2
		Questions used to elicit information and assessor's opinion are grammatically well formed. 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.	(1)
Pronunciation	Sc/E3.2b Sc/E3.2a	Candidate articulates all sounds in such a way as to avoid ambiguity. Produces weak forms and contractions in such a way as to maintain natural stress-timed rhythm. Uses appropriate intonation patterns in statements and questions. Varies intonation pattern to show some degree of interest and engagement in conversation.	2
		Candidate articulates sounds of English so as to be understood. Pronounces common words with correct word stress. Produces some approximation to natural stress-timed rhythm. Uses contracted forms of auxiliary verbs and negatives. Uses appropriate intonation patterns in statements.	(1)
Range		Candidate uses a range of vocabulary and expressions when talking about issues and personal circumstances. Uses a range of verb tenses, as appropriate to talk about past experience (simple past, present perfect, used to).	2
		Candidate uses mainly appropriate vocabulary and expressions when talking about the issue and personal circumstances and preferences. Where an idiomatic expression is lacking, is able to use an acceptable paraphrase, eg "I want people to have better homes." instead of "I'm for better housing."	(1)



## ESOL Entry 3 Assignment – Joining In

### Summary Assessment Record for Entry 3 Speaking and Listening

Continued

National Standard	ESOL Reference	Marking guide	Marks
		<b>Activity 2 – Telephone message</b>	
		<b>Content</b>	
3.1.1	Lr/E3.1a–c	Candidate identifies they did (would) press button 2	1
3.1.2	Lr/E3.2a–c	Candidate writes down that office hours are 9:30 to 5:30, Monday to Friday or Candidate writes only times or days	2 (1)
3.1.10	Sc/E3.3a	Candidate states name address telephone number and requests plans for the green space	1 1 1 1
3.1.6	Sc/E3.1a–b	All information is clear, with difficult names/places spelt, if necessary or Most information is clear, but difficult names/places are not spelt out or Sufficient information (name and telephone number) is clear enough that the listener of the message could contact the candidate to clarify the message	3 (2) (1)
Grammatical accuracy	Sc/E3.4a	<b>Language features</b> No grammatical errors in respect of structures expected at this level.	2
		Candidate's responses are correct in respect of subject-verb agreement, present tense of common verbs, word order, use of definite, indefinite and zero article.	(1)
Pronunciation	Sc/E3.2b Sc/E3.2a	Candidate articulates all sounds in such a way as to avoid ambiguity. Produces weak forms and contractions in such a way as to maintain natural stress-timed rhythm. Uses appropriate stress and timing for giving personal information.	2
		Candidate articulates sounds of English so as to be understood. Pronounces common words with correct word stress. Produces some approximation to natural stress-timed rhythm. Uses contracted forms of auxiliary verbs and negatives. Uses appropriate intonation patterns in statements.	(1)
Formality/informality		Candidate maintains a friendly, polite tone throughout. Uses an appropriate polite formula to request plans.	2
		Candidate uses appropriate polite formula to request plans. Intonation is appropriate to making a polite request.	(1)
		<b>Total marks for activity 2</b>	<input type="checkbox"/>
		<b>11 out of 16 possible marks required for success</b> <b>Tick if activity 2 Speaking &amp; Listening successfully achieved</b>	<input type="checkbox"/>
Activity 2 – Telephone message Examples of performance			

## ESOL Entry 3 Assignment – Joining In

### Summary Assessment Record for Entry 3 Speaking and Listening

Continued

National Standard	ESOL Reference	Marking guide	Marks
3.1.3 3.1.6 3.1.7 3.1.8 3.1.9 3.1.11 3.1.12 3.1.13	Lr/E3.3a–b Sc/E3.1a–b Sc/E3.2a Lr/E3.5a–b Sc/E3.4a–b Lr/E3.7a&c Sd/E3.1a–d Sd/E3.2a	<p><b>Activity 3 – Discussion</b></p> <p><b>Content</b></p> <p>Candidate follows the gist of the discussion in the interview</p> <p>Candidate follows the main points and makes appropriate contributions</p> <p>or</p> <p>Candidate follows some main points and makes some appropriate contributions</p> <p>Candidate responds appropriately to a range of questions</p> <p>or</p> <p>Candidate responds appropriately to some (or to the straightforward) questions</p> <p>Candidate expresses clearly statements of fact, short accounts or descriptions</p> <p>Candidate makes contributions to the discussions that are relevant</p> <p>Candidate respects the turn-taking rights of the assessor</p>	1 2 (1) 2 (1) 1 1 1
Grammatical accuracy	Sc/E3.4a	<p><b>Language features</b></p> <p>Candidate makes no significant errors in respect of structures expected at this level.</p>	2
		<p>Candidate's responses are correct in respect of subject-verb agreement, present tense of common verbs, word order, use of definite, indefinite and zero article.</p>	(1)
Pronunciation	Sc/E3.1b Sc/E3.1a	<p>Candidate articulates all sounds in such a way as to avoid ambiguity. Produces weak forms and contractions in such a way as to maintain natural stress-timed rhythm. Uses appropriate intonation patterns in statements and questions. Varies intonation pattern to show some degree of interest and engagement in conversation.</p>	2
		<p>Candidate articulates sounds of English so as to be understood. Pronounces common words with correct word stress. Produces some approximation to natural stress-timed rhythm. Uses contracted forms of auxiliary verbs and negatives. Uses appropriate intonation patterns in statements.</p>	(1)
Range		<p>Candidate uses a range of vocabulary and expressions when talking about own experience and opinions. Uses a range of verb tenses, as appropriate to talk about past experience and future hopes (simple past, present perfect, used to, will).</p>	2
		<p>Candidate uses mainly appropriate vocabulary and expressions when talking about personal experience and opinions. Where an idiomatic expression is lacking, is able to use an acceptable paraphrase.</p>	(1)
Fluency/ discourse		<p>Candidate interacts in a relaxed and natural way with few pauses or hesitations. Expands on responses using discourse markers and conjunctions to chain ideas together where appropriate. Initiates utterances as well as responding to questions.</p>	2

## ESOL Entry 3 Assignment – Joining In

### Summary Assessment Record for Entry 3 Speaking and Listening

Continued

National Standard	ESOL Reference	Marking guide	Marks
		Candidate can maintain his/her end of the conversation reasonably smoothly. Uses appropriate discourse markers to introduce responses (“Well...”, “So...”) and to link ideas together and to link own contributions to those of the assessor. Responds to questions with minimal, short or longer answers as appropriate.	(1)
Comprehension	Lr/E3.1c Lr/E3.1b Sc/E3.4b	Candidate keeps up with the conversation with little difficulty. Applies appropriate strategies for checking own understanding.	2
		Candidate keeps up with the conversation provided the assessor’s language remains within the limits of complexity, clarity and speed of delivery appropriate for this level. Accurately understands main points and most detailed points of what is heard.	(1)
		<b>Total marks for activity 3</b>	<input type="checkbox"/>
		<b>13 out of 18 possible marks required for success</b> <b>Tick if activity 3 Speaking &amp; Listening successfully achieved</b>	<input type="checkbox"/>
Activity 3 – Discussion Examples of performance			

<b>Tick if all Entry 3 Speaking and Listening activities successfully achieved</b>	<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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