

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



Supermarkets

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 Transcript for supermarket announcement (activity 1)

Good afternoon ladies and gentlemen, this is a customer announcement.

*We have a special offer in our store today. All clothes prices have 20% off. That's **great** value.*

Don't forget, when you finish your shopping, we can help get it all home with our free delivery service. Give your name and address to the assistant at the customer service desk and ask for an application form.

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.

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 discussion (activity 2)

In activity 2, the assessor will take the part of a customer service assistant. The conversation about the delivery service 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 the service to assist assessors in taking on the role. Assessors may amend the content slightly to make it more relevant locally (eg by including the candidate's address within the free delivery zone). 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 the delivery service 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: "Hello, can I help you?"
 - To prompt (further) questions: "Would you like to know anything else about the service?"
- 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."

Information about the free delivery service

- Delivery is free within a 10-mile radius of the for orders of £25 or more.
- For orders under £25 there is a small charge of £5 per order.
- Outside 10 miles, there is a small delivery charge of £5 per order (up to 15 miles).
- Don't usually deliver further than 15 miles.
- **Their address is within the 10-mile radius.**
- You can book delivery in a 2-hour slot, eg 8–10am, 10–12 etc – last delivery is 10pm. Delivery is available Monday to Saturday.
- The delivery drivers all wear the green Jackson's sweatshirts and carry photo ID.
- The vans are all green and have the Jackson's sign on the side.
- Drivers will never bring your shopping outside the delivery slot you booked without phoning first.
- The delivery service is available for shopping bought in the store, ordered over the phone or internet.
- If you want to use the delivery service you have to fill in a registration form.

1.3 Assessor notes for discussion (activity 3)

The assessor should conduct a discussion about supermarkets and shopping.

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. It should be about 2-3 minutes long and cover a routine introduction including personal details, questions about personal history, where they live, where they shop, what they like/dislike about supermarkets and shopping, similarities and differences with shopping in their country of origin.

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 to 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. These should include:
 - Requests for personal details and relevant background.
 - Questions relating to the candidate's experiences of shopping, eg "So, where do you do most of your grocery shopping?"; "Why do you go there?"
 - Questions eliciting the candidate's views, eg "What do you like about that shop?"
- Begin with a friendly greeting to set a relaxed tone. Introduce yourself.
- 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 do you like that shop?" not "Perhaps you could tell me what you like about that shop").
- 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.

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.

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)

3.1

E1 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 1 Speaking & Listening

Candidate's name _____

National Standard	ESOL Reference	Marking guide	Marks
		Activity 1 – Supermarket announcement	
		Content	
1.1.2	Lr/E1.2a&e	Candidate identifies the offer on clothes	1
1.1.4	Lr/E1.4a–b	Candidate states name address	1 1
1.1.3	Lr/E1.3a	Candidate requests form	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 10 possible marks required for success Tick if activity 1 Speaking & Listening successfully achieved	<input type="checkbox"/>
Activity 1 – Supermarket announcement/customer service desk Examples of performance			
Note: A tape of this activity must be available for the Internal and External Verifiers.			

3.1

E1 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 1 Speaking & 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 delivery	1
1.1.6 1.1.7 1.1.9	Sc/E1.2a Sc/E1.3b Sd/E1.1a Lr/E1.5b&d	Candidate asks two or more things about how the service works or Candidate asks one relevant thing	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
		Language features	
Grammatical accuracy	Sc/E1.3b Sc/E1.4a	Questions used to elicit information are sufficiently grammatically 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 sufficiently grammatically 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 shopping.	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)

3.1

E1 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 1 Speaking & Listening

Continued

National Standard	ESOL Reference	Marking guide	Marks
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 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 15 possible marks required for success Tick if activity 2 Speaking & Listening successfully achieved	<input type="checkbox"/>
Activity 2 – Finding out information Examples of performance			

3.1

E1 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 1 Speaking & Listening

Continued

National Standard	ESOL Reference	Marking guide	Marks
		Activity 3 – Discussion	
		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 self and shopping habits.	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

3.1

E1 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 1 Speaking & 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/E1.1 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 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 – Discussion 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 _____