

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



Supermarkets Assessment Pack

www.city-and-guilds.co.uk

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 5). 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 supermarket announcement (activity 2)
- 1.2 Assessor information about the home delivery service (activity 3)
- 1.3 Assessor information for discussion (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

1.1 Transcript for supermarket announcement (activity 2)

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.

1.2 Assessor notes for discussion (activity 3)

In activity 3, 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.

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 3, 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 7)

The assessor should conduct a discussion about supermarkets and shopping. 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.

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 of how the candidate met the assessment criteria for Speaking & Listening.

2.1 ESOL Entry 1 Practice Assignment – Supermarkets

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, 5)
1.2.2	recognise the different purposes of texts at this level	(A5)
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, 6)
1.3.2	construct a simple sentence	(A6)
1.3.3	punctuate a simple sentence with a capital letter and a full stop	(A6)
1.3.4	use a capital letter for personal pronoun 'I'	(A6)
1.3.5	spell correctly some personal keywords and familiar words	(A4, 6)
1.3.6	write the letters of the alphabet using upper and lower case	(A4, 6)

3.1

E1 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 1

Candidate's name _____

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
1.2.1 1.2.3 1.2.4 1.2.5	Rt/E1.1a–b Rw/E1.a Rw/E1.2a Rw/E1.3a-b	<p>Activity 1 – Newspaper story</p> <p>1 Candidate correctly identifies name of supermarket as Jackson(s)</p> <p>2 Candidate identifies that the supermarket opened on Friday</p> <p>3 Candidate correctly identifies manager's name as Anna Deloni</p> <p>4 Candidate identifies one change</p> <p>5 Candidate gives a sensible explanation for choice</p> <p>6 Candidate identifies one relevant thing not mentioned in the story (eg opening hours)</p>		1 1 1 1 1	
		Total marks for activity 1		<input type="checkbox"/>	
		4 out of 6 possible marks required for success Tick if activity 1 Reading successfully achieved		<input type="checkbox"/>	
1.1.2 1.1.4 1.1.3 1.1.5	Lr/E1.2a&e Lr/E1.4a–b Lr/E1.3a Sc/E1.1a–b	<p>Activity 2 – Supermarket announcement</p> <p>Content</p> <p>Candidate identifies the offer on clothes</p> <p>Candidate states name address</p> <p>Candidate requests form</p> <p>All information is clear and difficult names/places are spelt, if necessary</p> <p>Most information is clear (but difficult names/places may not be spelt)</p>	1 1 1 2 (1)		
Grammatical accuracy	Sc/E1.4b	<p>Language features</p> <p>Statements used to give information are correct in respect of subject-verb agreement, word order, use of definite, indefinite and zero article, possessives.</p>	2		
		<p>Statements used to give information are mainly correct in respect of subject-verb agreement, word order, use of definite, indefinite and zero article, possessives.</p> <p>Any grammatical errors do not impede communication.</p>	(1)		

3.1

E1 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 1

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
Grammatical accuracy	Sc/E1.3b Sc/E1.4a	Language features	2		
		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.			
		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)		
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		

3.1

E1 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 1

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
		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 15 possible marks required for success Tick if activity 3 Speaking & Listening successfully achieved	<input type="checkbox"/>		
Activity 3 – Finding out information Examples of performance					
1.2.3 1.2.4 1.2.5	Rw/E1.1a Rw/E1.2a Rw/E1.3a–b	Activity 4a – Points card form (reading) Candidate identifies correctly the information needed on the form (by writing information in the correct places or verbally): surname and first name(s) address telephone number and/or postcode and/or signature		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 – Points card form (writing) Candidate writes correctly the information needed on the form (do not penalise if in wrong place): surname and first name(s) address telephone number and/or postcode and/or signature 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

3.1 E1 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 1

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
		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"/>
1.2.2	Rt/E1.2a	Activity 5 – Letter from supermarket 1 Candidate identifies letter is about Points card/saving money		1	
1.2.1	Rt/E1.1a-b	2 Candidate answers: give card to assistant/at checkout 3 Candidate answers that it means extra points		1 1	
		Total marks for activity 5			<input type="checkbox"/>
		2 out of 3 possible marks required for success Tick if activity 5 Reading 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 6 – Shopping (extended writing) Content Candidate produces a piece of writing that includes where s/he shops at least two relevant pieces of information about where s/he shops or some information about where s/he shops at least one reason why			1 2 (1) 1
Grammatical accuracy		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, eg “I go to the corner shop” and preferences, eg “I like it because they are friendly.”			2
		Candidate uses mostly appropriate vocabulary and expressions for giving basic personal information.			(1)

3.1

E1 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 1

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
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 6			<input type="checkbox"/>
		7 out of 11 possible marks required for success Tick if activity 6 Writing successfully achieved			<input type="checkbox"/>
		Activity 7 – 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/E1.1b–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 or makes statements understood	2 (1)		
1.1.5	Sc/E1.5a–b				
		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		

3.1

E1 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 1

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
		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		
		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	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"/>		
Activity 7 – Discussion Examples of performance					

3.1

E1 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 1

Continued

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 _____