

# ESOL Skills for Life (3692) Entry 2 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 great offer for you in our store today. In our clothing section, children's and adults' clothes are reduced by 20% – yes that's right, **all** our clothes have 20% off. That's **great** value.*

*Don't forget, when you've finished your shopping, we can help get it all home with our new free delivery service. Give your name, address and telephone number 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 message 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 Customer Service information on the Delivery scheme (activity 2)

In activity 2, the assessor will take the part of a customer service assistant. The conversation about the delivery service should be initiated by the candidate and last about 3-5 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 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 and opinions. The assessor should speak only as much as is necessary to enable the candidate to do this. However, at Entry 2 the assessor may need to intervene to keep the conversation going.

- Familiarise yourself with the information that follows 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 using a simple question, eg:
  - To begin the conversation: "Hello, can I help you?"
  - To prompt (further) questions: "What else would you like to know about the delivery scheme?"; "Would you like to know anything else?"
  - To prompt questions about your opinion: "Would you like to know what I think about it?"
- 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 supermarket (shown as shaded area on the map on the registration form) 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 4-6 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 interview 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: 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.>").
- Use open questions to encourage the candidate to talk; some of the questions may be compound questions.
- 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 2. The higher marks available are to reward performance that exceeds that required at Entry 2. 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.

### Entry 2 assessment criteria assessed in each activity - for reference only

#### Speaking and Listening

2.1.1	listen for and follow the gist of explanations, instructions and narratives	(in Activity 2)
2.1.2	listen for detail in short explanations, instructions and narratives	(A1)
2.1.3	listen for and identify the main points of short explanations or presentations	(A2)
2.1.4	listen to and follow short, straightforward explanations and instructions	(A1)
2.1.5	listen to and identify simply expressed feelings and opinions	(A2)
2.1.6	speak clearly to be heard and understood in straightforward exchanges	(A1, 3)
2.1.7	make requests and ask questions to obtain information in everyday contexts	(A1, 2)
2.1.8	respond to straightforward questions	(A3)
2.1.9	express clearly statements of fact and short accounts and descriptions	(A2, 3)
2.1.10	ask questions to clarify understanding	(A2)
2.1.11	follow the gist of discussions	(A3)
2.1.12	follow the main points and make appropriate contributions to the discussion	(A3)

### 3.1

## ESOL Entry 2 Practice Assignment – Supermarkets

### Summary Assessment Record for Entry 2 Speaking and Listening

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

National Standard	ESOL Reference	Marking guide	Marks
		<b>Activity 1 – Supermarket announcement</b>	
		<b>Content</b>	
2.1.4	Lr/E2.4a	Candidate states name address telephone number	1 1 1
2.1.7	Sc/E2.2a	Candidate asks for an application form for delivery	1
2.1.6	Sc/E2.1a-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 check other details	3 (2) (1)
2.1.2	Lr/E2.2a	Candidate identifies that the offer is 20%/money off clothes	1
Grammatical accuracy	Sc/E2.3a	<b>Language features</b> 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
		Some grammatical errors occur when forming questions and eliciting opinions, but these do not impede communication. Candidate shows some ability to correct own errors.	(1)
Pronunciation	Sc/E2.1b Sc/E2.1a	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 questions and statements. Uses variation in intonation to show some degree of interest an engagement in the topic of conversation.	2
		Candidate articulates most sounds recognisably in spite of marked E1 pronunciation. Stress and intonation are not always appropriate but this does not seriously impede communication.	(1)
Formality/informality		Candidate uses appropriate polite formula to ask for time of appointment. Intonation is appropriate to making a polite request.	2
		Candidate uses appropriate polite formula to ask for time of appointment. Intonation may not be appropriate for making a polite request.	(1)
		<b>Total marks for activity 1</b>	<input type="checkbox"/>
		<b>10 out of 14 possible marks required for success</b> <b>Tick if activity 1 Speaking &amp; Listening successfully achieved</b>	<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

## ESOL Entry 2 Practice Assignment – Supermarkets

### Summary Assessment Record for Entry 2 Speaking and Listening

Continued

National Standard	ESOL Reference	Marking guide	Marks
		<b>Activity 2 – Finding out information</b>	
		<b>Content</b>	
2.1.9	Sc/E2.3a–b	Candidate tells the assessor she would like to ask about delivery	1
2.1.7	Sc/E2.2a–f	Candidate asks specific information about the delivery service	1
2.1.1	Lr/E2.1a–d	Candidate demonstrates following the gist by keeping up with the conversation	1
2.1.3	Lr/E2.3b–c	Candidate identifies the main points of the information (in writing or verbally) or Candidate identifies one main point (in writing or verbally)	2 (1)
2.1.5	Lr/E2.6a	Candidate finds out what the assessor thinks about the service	1
2.1.10	Sc/E2.4a	Candidate checks s/he has understood by asking questions or by repeating information and looking for confirmation	1
Grammatical accuracy	Sc/Es.2d Sc/E2.3a	<b>Language features</b> 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.	2
		Some grammatical errors occur when forming questions and eliciting opinions, but these do not impede communication. Candidate shows some ability to correct own errors.	(1)
Pronunciation	Sc/E2.1b Sc/E2.1a	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 questions and statements. Uses variation in intonation to show some degree of interest and engagement in the topic of conversation.	2
		Candidate articulates most sounds recognisably in spite of marked E1 pronunciation. Stress and intonation are not always appropriate but this does not seriously impede communication.	(1)
Range		Candidate uses appropriate vocabulary and expressions when talking about shopping and personal circumstances. Where an idiomatic expression is lacking, is able to use an acceptable paraphrase, eg “Are there any bad points?” instead of “What’s the catch?”	2
		Candidate has sufficient repertoire of vocabulary and expressions to make him/herself understood. The assessor may need to ask for clarification.	(1)
Fluency/ discourse	ScE2.3b	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. Makes an attempt to initiate utterances as well as responding to questions.	2

### 3.1

## ESOL Entry 2 Practice Assignment – Supermarkets

### Summary Assessment Record for Entry 2 Speaking and Listening

Continued

National Standard	ESOL Reference	Marking guide	Marks
		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 mainly of unconnected utterances but these are coherent and appropriate within the context of the conversation.	(1)
Comprehension	Lr/E2.1c Lr/E2.1b Sc/E2.3b	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, where appropriate, detailed points of what is heard.	2
		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.	(1)
		<b>Total marks for activity 2</b>	<input type="checkbox"/>
		<b>11 out of 17 possible marks required for success</b> <b>Tick if activity 2 Speaking &amp; Listening successfully achieved</b>	<input type="checkbox"/>
Activity 2 – Finding out information Examples of performance			
		<b>Activity 3 – Discussion</b>	
		<b>Content</b>	
2.1.11	Lr/E2.7a	Candidate follows the gist of the discussion	1
2.1.12	Sd/E2.1a–e Lr/E2.7a	Candidate follows the main points and makes appropriate contributions or	2
		Candidate follows some main points and makes some appropriate contributions	(1)
2.1.8	Lr/E2.5a–b	Candidate responds appropriately to straightforward questions or	2
		Candidate responds appropriately to some straightforward questions	(1)
2.1.9	Sc/E2.3a–f	Candidate expresses clearly statements of fact, short accounts or descriptions	1
Grammatical accuracy	Sc/E2.3a	<b>Language features</b> 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.	2

### 3.1

## ESOL Entry 2 Practice Assignment – Supermarkets

### Summary Assessment Record for Entry 2 Speaking and Listening

Continued

National Standard	ESOL Reference	Marking guide	Marks
		Some grammatical errors occur when forming questions and eliciting opinions, but these do not impede communication. Candidate shows some ability to correct own errors.	(1)
Pronunciation	Sc/E2.1b Sc/E2.1a	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 questions and statements. Uses variation in intonation to maintain an appropriate level of politeness and respect [formality/informality].	2
		Candidate articulates most sounds recognisably in spite of marked E1 pronunciation. Stress and intonation are not always appropriate but this does not seriously impede communication.	(1)
Range		Candidate uses appropriate vocabulary and expressions when responding to interview questions. Where an idiomatic expression is lacking, is able to use an acceptable paraphrase.	2
		Candidate has sufficient repertoire of vocabulary and expressions to make him/herself understood. The assessor may need to ask for clarification of some responses.	(1)
Fluency/ discourse	Sc/E2.3b	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. Makes an attempt to initiate utterances as well as responding to questions.	2
		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 mainly of unconnected utterances but these are coherent and appropriate within the context of the conversation.	(1)
Comprehension	Lr/E2.1c Lr/E2.1b Sc/E2.3b	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, where appropriate, detailed points of what is heard.	2
		Candidate keeps up with the conversation most of the time. May not understand everything the assessor says first time, but can use appropriate and polite formulae to request clarification or repetition [formality/informality] and thus succeeds in correctly understanding the main points of what is heard.	(1)
		<b>Total marks for activity 3</b>	<input type="checkbox"/>
		<b>10 out of 16 possible marks required for success</b> <b>Tick if activity 3 Speaking &amp; Listening successfully achieved</b>	<input type="checkbox"/>

### 3.1

## ESOL Entry 2 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 2 Speaking and Listening

Continued

National Standard	ESOL Reference	Marking guide	Marks
Activity 3 – Discussion Examples of performance			

Tick if all Entry 2 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 \_\_\_\_\_