

ESOL Skills for Life (3692) Entry 3 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 1 hours 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.

1.1 Transcript for supermarket announcement (activity 1)

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

*We have some great offers for you in our store today. In our clothing section, children's clothes are reduced by 20% – yes that's right, **all** our children's clothes have 20% off. And in our music department, for the whole of this week, we are offering any two Top 40 CDs for £20. That's **great** value.*

Don't forget, when you've done 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 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 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. 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 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: "Hello, can I help you?"
 - To prompt further questions: "What else would you like to know about the delivery scheme?"
 - 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 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."

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 7-10 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.

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 you might ask. 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 rather than (a large supermarket/small local shops/market)?"
 - 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 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 and 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	(A1)
3.1.3	listen for and identify relevant information and new information from discussions, explanations and presentations	(A2, 3)
3.1.4	use strategies to clarify and confirm understanding	(A2)
3.1.5	listen to and respond appropriately to other points of view	(A2)
3.1.6	speak clearly to be heard and understood, using appropriate clarity, speed and phrasing	(A1, 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	(A2, 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)

3.1

ESOL Entry 3 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 3 Speaking and Listening

Candidate's name _____

National Standard	ESOL Reference	Marking guide	Marks
		Activity 1 – Supermarket announcement	
		Content	
3.1.2	Lr/E3.2a-c	Candidate writes down at least two pieces of information about one of the offers (eg 20% off children's clothes)	2
3.1.1	Lr/E3.1a-c	Candidate identifies an offer but no detail (eg money off children's clothes)	(1)
3.1.10	Sc/E3.3a	Candidate states name address telephone number and requests a form for delivery	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	Language features 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 form.	2
		Candidate uses appropriate polite formula to request form. Intonation is appropriate to making a polite request.	(1)
		Total marks for activity 1	<input type="checkbox"/>
		10 out of 15 possible marks required for success Tick if activity 1 Speaking & Listening successfully achieved	<input type="checkbox"/>
Activity 1 – Supermarket announcement Examples of performance			
Note: A tape of this activity must be available for the Internal and External Verifiers.			

3.1

ESOL Entry 3 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 3 Speaking and Listening

Continued

National Standard	ESOL Reference	Marking guide	Marks
		Activity 2 – Finding out information	
		Content	
3.1.9	Sc/E3.4a	Candidate tells assessor that s/he wants to ask about the delivery service	1
3.1.10	Sc/E3.3a-d	Candidate asks assessor about the delivery service	1
		Candidate asks whether it will be free	1
		Candidate asks if there are any bad points	1
3.1.1	Lr/E3.1a&c	Candidate demonstrates following the gist of the explanation by keeping up with the conversation	1
3.1.3	Lr/E3.3b	Candidate identifies two or more main points about the delivery service in writing (or verbally if questioned)	2
		or Candidate identifies one main point in writing (or verbally if questioned)	(1)
		Candidate finds out what the assessor thinks about the service	1
3.1.4	Lr/E3.4a	Candidate checks s/he has understood by asking for clarification where necessary	1
Grammatical accuracy	Sc/E3.3d Sc/E3.4a	Language features 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 "Are there any bad points?" instead of "What's the catch?"	(1)
Fluency/discourse	Sc/E3.4b	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.	2

3.1

ESOL Entry 3 Practice Assignment – Supermarkets

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. Initiates utterances as well as responding to questions.	(1)
Comprehension	Lr/E3.1c Lr/E3.1b Sc/E3.3b Lr/E3.4a	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)
		Total marks for activity 2	<input type="checkbox"/>
		13 out of 91 possible marks required for success Tick if activity 2 Speaking & Listening successfully achieved	<input type="checkbox"/>
Activity 2 – Finding out information Examples of performance			
		Activity 3 – Discussion	
		Content	
3.1.3	Lr/E3.3a-b	Candidate follows the gist of the discussion	1
3.1.6	Sc/E3.1a-b	Candidate follows the main points and makes appropriate contributions or	2
3.1.7	Sc/E3.2a		
3.1.8	Lr/E3.5a-b	Candidate follows some main points and makes some appropriate contributions	(1)
3.1.9	Sc/E3.4a-b		
3.1.11	Lr/E3.7a&c	Candidate responds appropriately to a range of questions or	2
3.1.12	Sd/E3.1a-d		
3.1.13	Sd/E3.2a	Candidate responds appropriately to some (or to the straightforward) questions	(1)
		Candidate expresses clearly statements of fact, short accounts or opinions	1
		Candidate makes contributions to the discussions that are relevant	1
		Candidate respects the turn-taking rights of the assessor	1

3.1

ESOL Entry 3 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 3 Speaking and Listening

Continued

National Standard	ESOL Reference	Marking guide	Marks
Grammatical accuracy	Sc/E3.4a	Language features Candidate makes no significant 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/E3.1b Sc/E3.1a	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 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).	2
		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.	(1)
Fluency/ discourse		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.	2
		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)
		Total marks for activity 3	<input type="checkbox"/>
		13 out of 18 possible marks required for success Tick if activity 3 Speaking & Listening successfully achieved	<input type="checkbox"/>

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ESOL Entry 3 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 3 Speaking and Listening

Continued

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

Tick if all Entry 3 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 _____