

# ESOL Skills for Life (3692) Entry 3 Practice Assignment B



## Supermarkets Assessment Pack

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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. Candidates will have up to 5¼ 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 which are not being assessed (eg in activities 2 and 6 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 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 3 assessment criteria assessed in each activity (for reference only)
- 3.1 Summary Assessment Record for recording success at Entry 3

## 1.1 Transcript for supermarket announcement (activity 2)

*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.

## 1.2 Assessor notes for Customer Service information on the delivery scheme (activity 3)

In activity 3, 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.

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 3, 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 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 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.

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.

## 2.1 ESOL Entry 3 Practice Assignment – Supermarkets

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 2, 7) |
| 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 | (A2, 7)            |
| 3.1.4  | use strategies to clarify and confirm understanding   | (A3)               |
| 3.1.5  | listen to and respond appropriately to other points of view   | (A7)               |
| 3.1.6  | speak clearly to be heard and understood, using appropriate clarity, speed and phrasing                           | (A2, 7)            |
| 3.1.7  | use formal language and register when appropriate   | (A7)               |
| 3.1.8  | respond to a range of questions about familiar topics   | (A7)               |
| 3.1.9  | express clearly statements of fact and give short explanations, accounts and descriptions                         | (A3, 7)            |
| 3.1.10 | make requests and ask questions to obtain information in familiar and unfamiliar contexts                         | (A2, 3)            |
| 3.1.11 | follow and understand the main points of discussions on different topics  | (A7)               |
| 3.1.12 | make contributions to discussions that are relevant to the subject  | (A7)               |
| 3.1.13 | respect the turn-taking rights of others during discussions   | (A7)               |

### Reading

- |        |  |         |
|--------|--|---------|
| 3.2.1  | trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph | (A1, 6) |
| 3.2.2  | recognise the different purposes of texts at this level  | (A1)    |
| 3.2.3  | recognise and understand organisational features and typical language of instructional texts                                   | (A1, 6) |
| 3.2.4  | identify the main points and ideas and predict words from context  | (A1, 6) |
| 3.2.5  | understand and use organisational features to locate information   | (A6)    |
| 3.2.6  | skim read title, headings and illustrations to decide if material is of interest   | (A1, 6) |
| 3.2.7  | scan texts to locate information   | (A1, 6) |
| 3.2.8  | obtain specific information through detailed reading   | (A1, 6) |
| 3.2.9  | relate an image to print and use it to obtain meaning  | (A1, 6) |
| 3.2.10 | recognise and understand relevant specialist words   | (A1, 4) |
| 3.2.11 | read and understand words and phrases commonly used on forms   | (A4)    |
| 3.2.12 | use a dictionary to find the meaning of unfamiliar words   | (A1)    |
| 3.2.13 | use first and second place letters to find and sequence words in alphabetical order  | (A1)    |

## **Writing**

- |       |  |            |
|-------|--|------------|
| 3.3.1 | plan and draft writing   | (A4)       |
| 3.3.2 | organise writing in short paragraphs   | (A4, 8)    |
| 3.3.3 | sequence chronological writing at this level   | (A4, 8)    |
| 3.3.4 | write in complete sentences  | (A4, 8)    |
| 3.3.5 | use correct basic grammar (appropriate verb tense, subject-verb agreement)                 | (A4)       |
| 3.3.6 | use punctuation correctly (capital letters, full stops, question marks, exclamation marks) | (A4, 5, 8) |
| 3.3.7 | spell correctly common words and relevant key words for work and special interest          | (A4, 5, 8) |
| 3.3.8 | proof read and correct writing for grammar and spelling                                    | (A4, 5)    |
| 3.3.9 | produce legible text   | (A4, 5)    |

### 3.1

## ESOL Entry 3 Practice Assignment – Supermarkets

### Summary Assessment Record for Entry 3

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

National Standard	ESOL Reference	Marking guide	Marks			
			S&L	R	W	
3.2.12	Rw/E3.3a	<b>Activity 1 – Newspaper texts</b> Candidate uses a dictionary to correctly locate one or more words 1 Candidate identifies that the purpose of text 1 is to advertise/promote (Jackson's) supermarket or Candidate identifies that the text is to give information about (re-) opening of the supermarket or about the new supermarket 2 Candidate states that text 2 is unbiased/neutral/balanced (accept that it is a newspaper report) 3 Candidate gives two or more examples of language differences eg text features such as key word v sentences; language features such as repeated use of 'more'; content features such as negative points in text 2 or Candidate gives one relevant example 4 Candidate writes down two reasons to support their decision (eg to see soap star and get £5 off shopping) or Candidate writes down one reason that supports decision 5 Candidate identifies one of the changes and Candidate gives a reason that supports their choice 6 Candidate identifies two problems (delay, smaller car park/fewer spaces) or Candidate identifies one problem 7 Candidate identifies a relevant piece of information not included in either text		1		
3.2.13	Rw/E3.4a				2	
3.2.2	Rt/E3.2a				(1)	
3.2.2	Rt/E3.2a			1		
3.2.3					2	
3.2.5	Rt/E3.6a					
3.2.6	Rt/E3.5a-b				(1)	
3.2.1	Rt/E3.1a			2		
					(1)	
3.2.4	Rt.E3.4a			1		
					1	
3.2.7	Rt/E3.7a			2		
3.2.8	Rt/E3.8a				(1)	
3.2.1	Rt/E3.1a		1			
		<b>Total marks for activity 1</b>		<input type="checkbox"/>		
		<b>8 out of 13 possible marks required for success</b> <b>Tick if activity 1 Reading successfully achieved</b>		<input type="checkbox"/>		

### 3.1

## ESOL Entry 3 Practice Assignment – Supermarkets

### Summary Assessment Record for Entry 3

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
		<b>Activity 2 – Supermarket announcement</b>			
		<b>Content</b>			
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	or 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	<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 form.	2		
		Candidate uses appropriate polite formula to request form. Intonation is appropriate to making a polite request.	(1)		
		<b>Total marks for activity 2</b>	<input type="checkbox"/>		
		<b>10 out of 15 possible marks required for success</b> <b>Tick if activity 2 Speaking &amp; Listening successfully achieved</b>	<input type="checkbox"/>		
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

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
		<b>Activity 3 – Finding out information</b>			
		<b>Content</b>			
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		
		<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 "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

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
		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)		
		<b>Total marks for activity 3</b>	<input type="checkbox"/>		
		<b>13 out of 91 possible marks required for success</b> <b>Tick if activity 2 Speaking &amp; Listening successfully achieved</b>	<input type="checkbox"/>		
Activity 3 – Finding out information Examples of performance					
3.2.10 3.2.11	Rw/E3.1a Rw/E3.2a	<b>Activity 4a – Form for the delivery service (reading)</b>			
		<p>Candidate identifies correctly the information needed on the form (by writing information in the correct places or verbally):</p> <ul style="list-style-type: none"> <li>title, first names and surname</li> <li>address, postcode, telephone number</li> <li>Points card requested</li> <li>signature and date completed</li> </ul> <p>Candidate shows s/he understands the instructions on the form (by following them or verbally):</p> <ul style="list-style-type: none"> <li>titles that don’t apply are deleted</li> <li>capitals used for name</li> <li>question about special arrangements completed (accept no or n/a)</li> </ul> <p>Candidate identifies that no information will be given to other people (ie confidential) – note: just nationality is not sufficient</p>		1 1 1 1  1 1 1 1	
		<b>Total marks for activity 4</b>		<input type="checkbox"/>	
		<b>5 out of 8 possible marks required for success</b> <b>Tick if activity 4 Reading successfully achieved</b>		<input type="checkbox"/>	

### 3.1

## ESOL Entry 3 Practice Assignment – Supermarkets

### Summary Assessment Record for Entry 3

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
		<b>Activity 4b – Form for the delivery service (writing)</b>			
		<b>Content</b>			
	Ww/E3.5a	Candidate writes correctly the information needed on the form (do not penalise if in wrong place): title, name, address, postcode, telephone number – all correct			1
		Candidate completes special arrangements (accept no or n/a), Points card request, signature and date or two of the above			2  (1)
3.3.6	Ws/E3.3a	Candidate uses initial capital letters for proper nouns and capital letters for postcode			1
3.3.7	Ww/E3.1a-b	Candidate spells all information correctly			2
3.3.8	Wt/E3.4a	or Candidate spells most information correctly (1 or 2 errors)			(1)
3.3.9	Ww/E3.2a	Candidate produces legible text that is fit for its purpose			1
		<b>Total marks for activity 4b</b>			<input type="checkbox"/>
		<b>5 out of 7 possible marks required for success</b> <b>Tick if activity 4b Writing successfully achieved</b>			<input type="checkbox"/>
		<b>Activity 5 – Letter (Reading)</b>			
3.2.1	Rt/E3.1a	1 Candidate identifies that the letter is to inform about the Points card and the trolley token/system		2	
3.2.4	Rw/E3.3a	or Candidate identifies only one reason			(1)
3.2.5	Rt/E3.5a-b	2 Candidate states that one is for a member of family		1	
3.2.6	Rt/E3.6a	3 Candidate states that he/she should give it to checkout assistant		1	
3.2.8	Rt/E3.8a	4 Candidate states one point for each pound		1	
3.2.7	Rt/E3.7a	5 Candidate identifies that the sign means 40 extra points		2	
3.2.9	Rt/E3.9a	or candidate identifies that it means extra points but not how many			(1)
3.2.2	Rt/E3.2a	6 Candidate identifies that they will get money off (shopping) or special offers		1	
		7 Candidate identifies request from customers or because don't always have £1 and Candidate identifies so customers return trolleys/keep car park tidy and safe		1	
		<b>Total marks for activity 5</b>			<input type="checkbox"/>
		<b>7 out of 10 possible marks required for success</b> <b>Tick if activity 5 Reading successfully achieved</b>			<input type="checkbox"/>

### 3.1

## ESOL Entry 3 Practice Assignment – Supermarkets

### Summary Assessment Record for Entry 3

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
		<b>Activity 6 – Customer comments (extended writing)</b>			
		<b>Content</b>			
3.3.1	Wt/E3.1a-b	Candidate produces a piece of writing with three or more pieces of information about supermarkets			3
3.3.2	Wt/E3.2a	or			
3.3.3	Wt/E3.3a	two piece of information about supermarkets			(2)
3.3.4	Ws/E3.1a	or			
3.3.5	Ws/E3.2a	one piece of information about supermarkets			(1)
3.3.6	Ws/E3.3a	two or more suggestions for changes or improvements			2
3.3.7	Ww/E3.1a-b	or			
3.3.8	Wt/E3.4a	one thing s/he would like to change			(1)
3.3.9	Ww/E3.2a	Candidate writes several paragraphs			1
Grammatical accuracy	Ws/E3.2a	<b>Language features</b>			
		No significant grammatical errors in respect of grammatical structures expected at this level, including complex sentences, word order, appropriate verb tense, subject-verb agreement, adjectives, pronouns, use of definite, indefinite and zero article.			2
		Few errors in respect of grammatical structures expected at this level. Any errors do not impede communication.			(1)
Range	Ws/E3.1a	Candidate uses a range of vocabulary appropriate to the activity, including expressions which show grasp of describing situations, experience and ideas. Uses compound and complex sentences in a way which is appropriate to communication of meaning and structure of message. Uses appropriate adjectives such as “crowded”, “long”, “brighter”, “expensive”			2
		Candidate uses a range of vocabulary adequate for the activity. Candidate uses compound sentences, adjectives in a way which is appropriate to communication of meaning and structure of message. Uses verb forms appropriately: simple present to give factual information about self; simple past or present perfect to describe past experience; would and/or will to give reasons why, verbs such as “I think ...” “I believe...” “I don’t like...” to express opinion.			(1)
Spelling, punctuation & capitalisation	Ws/E3.3a	No significant spelling errors. 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 all personal details and familiar common 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.			(1)
		<b>Total marks for activity 6</b>			<input type="checkbox"/>
		<b>8 out of 12 possible marks required for success</b> <b>Tick if activity 6 Writing successfully achieved</b>			<input type="checkbox"/>

### 3.1

## ESOL Entry 3 Practice Assignment – Supermarkets

### Summary Assessment Record for Entry 3

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
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	<b>Activity 7 – Discussion</b>			
		<b>Content</b>			
		Candidate follows the gist of the discussion	1		
		Candidate follows the main points and makes appropriate contributions or	2		
		Candidate follows some main points and makes some appropriate contributions	(1)		
		Candidate responds appropriately to a range of questions or	2		
		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				
Grammatical accuracy	Sc/E3.4a	<b>Language features</b>			
		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		

### 3.1

## ESOL Entry 3 Practice Assignment – Supermarkets

### Summary Assessment Record for Entry 3

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
		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 7</b>	<input type="checkbox"/>		
		<b>13 out of 18 possible marks required for success</b> <b>Tick if activity 7 Speaking &amp; Listening successfully achieved</b>	<input type="checkbox"/>		
Activity 7 – Discussion Examples of performance					
3.3.2 3.3.3 3.3.4 3.3.7 3.3.8	Wt/E3.2a Wt/E3.3a Ws/E3.1a Ww/E3.1a-b Wt/E3.4a	<b>Activity 8 – Article (extended writing)</b> <b>Content</b> Candidate writes a letter that gives relevant information about: – the re-opening or the changes to the supermarket – the free delivery scheme – the Points card and/or the trolley tokens – her/his opinions about events/changes			1 1 1 1
3.3.9	Wt/E3.2a	Candidate writes about a page, organised in short paragraphs			1
Grammatical accuracy		<b>Language features</b> No significant grammatical errors in respect of grammatical structures expected at this level, including complex sentences, word order, appropriate verb tense, subject-verb agreement, adjectives, pronouns, use of definite, indefinite and zero article.			2
		Few errors in respect of grammatical structures expected at this level. Any errors do not impede communication.			(1)
Range	Ws/E3.1a Ws/E3.2a	Candidate uses compound sentences, adjectives in a way which is appropriate to communication of meaning and structure of message. Uses verb forms appropriately: simple present to describe issue; simple past to narrate experiences.			2

### 3.1

## ESOL Entry 3 Practice Assignment – Supermarkets

### Summary Assessment Record for Entry 3

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
		Writing includes some use of compound sentences, adjectives and a variety of verb tenses, not always used appropriately.			(1)
Spelling, punctuation & capitalisation	Ws/E3.3a	The writing has all personal details and familiar common 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 familiar common words spelt correctly. Spelling errors do not impede communication. Capitalisation and punctuation are correct in most instances.			(1)
Formality/informality	Ww/E3.2a	The writing is of suitable register (free of marked colloquialisms). Handwriting is neat, legible and free of erasures and corrections.			2
		The writing is of suitable register (free of marked colloquialisms). Handwriting is legible.	(1)		
		<b>Total marks for activity 8</b>			<input type="checkbox"/>
		<b>9 out of 13 possible marks required for success</b> <b>Tick if activity 8 Writing successfully achieved</b>			<input type="checkbox"/>

Tick if all Entry 3 Speaking & Listening activities successfully achieved	<input type="checkbox"/>		
Tick if all Entry 3 Reading activities successfully achieved		<input type="checkbox"/>	
Tick if all Entry 3 Writing activities successfully achieved			<input type="checkbox"/>

Assessor's name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Candidate's signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier's name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_