ESOL Skills for Life (3692)
Entry 3 Assignment
for single mode assessment

www.cityandguilds.com
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Version 1.0

Me and My Community

Assessment Pack for Speaking and Listening

Candidate's name:

Assessment Pack

Administration of the assignment

The assignment must be taken under supervised conditions. All activities must be completed using a City & Guilds approved interlocutor.

The maximum time allowed for completing the three activities is 1 hour 15 minutes. Each activity has a guide on the time allowed. Any overrunning will mean less time to spend on subsequent activities, so interlocutors should remind candidates when they have used the allotted time.

Candidates do not have to complete the whole assignment in the 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 Quality Assurers (IQA) and Qualification Consultants (QC).

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 interlocutor may tell the candidate what to do if he/she cannot read accurately the written instructions. It may be necessary for the interlocutor to guide the Speaking and Listening activities to ensure that the candidate has the opportunity to demonstrate the skills being assessed. Detailed guidance for the interlocutor is given in sections 1.1, 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).

The single mode assignments are designed so that activities follow on from one another but are not dependent on one another. They can in fact be done in any order.

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 must use an assignment on a different topic.

All Speaking and Listening activities must be electronically recorded. On the recording, each activity must be preceded by the following:

- name of the candidate
- City & Guilds registration number
- name of the interlocutor
- title of the assessment
- number of the activity
- date activity undertaken.

The following documents are included in this assessment pack:

1.1 Transcript and instructions (activity 1).

1.2 Assessor/interlocutor notes for the conversation (activity 2).

1.3 Assessor/interlocutor notes for the discussion (activity 3).

1.4 Images for discussion (activity 3).

1.5 Notes on using the mark scheme and assessment records.

2.1 Entry 3 assessment criteria assessed in each activity (for reference only).

2.2 Core curriculum guidance.

3.1 Summary Assessment Record for recording success at Entry 3.

1.1 Transcript and instructions (activity 1)

The recordings available to download from **www.cityandguilds.com** should be used.

The interlocutor should introduce and explain the activity.

The candidate may listen to the complete recording up to **three** times, but must not pause the recording.

If centres are unable to access the City & Guilds recording, they may record their own but the voice on the recording must not be that of the candidate's own tutor.

Transcript:
Hello, you have come through to Gary Chavda. I'm afraid I'm not at my desk at the moment. Please listen carefully to the following options.
If you want to speak to another member of the department, press 1; if you want the People's Forum, press 2; if you would like to speak to me on any other matter, please press 3.
To hear the options again, press 4.
– – – – – – – – – – – – – – pause – beep– – – – – – – – – – – – – –
Hello, thank you for calling the Rose Hill People's Forum. We are open between 9:30 and 5:30 Monday to Friday. If you want information about our plans, any of our meetings or details of how to join, please leave your name, address and telephone number and the information you require.
You can find details of all our meetings on the Rose Hill website at ***www.rosehill.gov.uk*** *or in the local newspaper. Please speak clearly and spell any difficult words. Thank you for your call … beep*

1.2 Assessor/interlocutor notes for the conversation (activity 2)

In activity 2, the interlocutor will take part in a conversation about the area where they live The activity can last for up to 30 minutes including planning and preparation by the candidate. The conversation should last about 5-10 minutes.

The aim of this activity is to assess the candidate's ability to follow conversations and elicit information. The interlocutor should guide the conversation and answer the candidate's questions clearly and readily.

The interlocutor may initiate and guide the conversation to keep it going as long as the candidate asks some questions but should use language appropriate at Entry 3.

The interlocutor should

- begin with a friendly greeting to set a relaxed tone. Introduce him/herself
- give the candidate time to respond to contributions and formulate questions, but when necessary prompt the candidate, for example
  - To begin the conversation: "We are going to talk about ...."
  - To develop the conversation: "What type of ...?"
  - To prompt (further) questions: "Would you like to know anything else?"
- respond to the candidate's questions clearly and fully in a natural way
- 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 (see ESOL Core Curriculum)
- if the candidate says something that is not clear, prompt the candidate 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 eg "That's the end of this activity, thank you."

1.3 Assessor/interlocutor notes for the discussion (activity 3)

In activity 3, the interlocutor will take part in a discussion about the local council and the services they provide. The discussion may take place between one or more candidates (up to three) and the interlocutor. The activity can last for up to 30 minutes including planning and preparation by the candidate. The discussion should last about 7-10 minutes but longer if more than one candidate is involved.

Images are supplied on which you may want to base your discussion or you may want to use an image of your own.

The aim of this activity is to assess the candidate's ability to take part in a discussion and respond to questions, in relation to energy saving and the environment.

The interlocutor should

- begin with a friendly greeting to set a relaxed tone. Introduce him/herself
- ensure that all candidates contribute to the discussion and have the opportunity to comment and ask questions

- use open ended questioning techniques to develop the discussion and ensure any follow up questions are clear and simple: ask for one piece of information at a time. Use embedded questions such as "Perhaps you could tell me why…"
- speak naturally, in a friendly and relaxed manner
- 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 (see ESOL Core 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 the end of the discussion.

1.4 Images for discussion (activity 3)

These images can be used as stimuli for activity 3 discussion. Alternatively, your own pictures may be used but they must relate to community services.

These images can be downloaded from **www.cityandguilds.com**

1.5 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 demonstrates proficiency at the level. The total marks required for success in each activity are set so that candidates with a slight weakness in one criterion can still achieve if they demonstrate particularly strong skills in another criterion.

The marks are organised into columns headed S&L (Speaking and Listening), R (Reading) and W (Writing) to assist assessors when recording marks and achievement in the different modes.

Assessors must complete a Summary Assessment Record (S&L) for each candidate and give examples of how the candidate met the assessment criteria for Speaking and Listening.

A summary of the required language features at this level can be found by referring to 2.2 Core Curriculum guidance. These should be read in conjunction with the mark scheme. Full details of the adult ESOL Core Curriculum can be found on **www.cityandguilds.com**

2.1 ESOL Entry 3 Assignment – Me and My Community

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

2.2 Core Curriculum guidance

Simple and compound sentences — Entry 2	Simple, compound and complex sentences — Entry 3	Simple, compound and complex sentences, with more than one subordinate clause — Level 1
word order in compound sentences, eg: subject – verb – (object) + *and/but* + subject – verb – (object)	• variations in word order • word order in complex sentences	• word order in sentences with more than one subordinate clause
• *there was/were/there is going to be*	• *there has/have been* • *there will be/there was going to be*	• *there had been*
• clauses joined with conjunctions *and/but/or* • a limited range of common verbs + *-ing* form • verb + infinitive with and without *to*	• complex sentences with one subordinate clause of either time, reason, result, condition or concession • defining relative clauses using *who, which, that* • a range of verbs + *-ing* form • verbs + infinitive, with and without *to* • infinitive to express purpose	• a range of conjunctions to express contrast , reason, purpose, consequence, result, condition, concession • conditional forms, using *if* and *unless* with past and use of *would* • non-defining relative clauses • defining relative clauses with *where* or *whose* • participial clauses to describe accompanying actions with *–ing* • clause as subject or object
• *wh-* questions • comparative questions • alternative questions • question words *when, what time, how often, why, how* and expressions	• simple reported statements	• reported speech with a range of tenses, including use of *would* and *had*
• statements with question tags, using Entry 1 and 2 tenses	• a wide range of *wh-* questions • simple embedded questions • question words including *whose*	• a range of embedded questions using *if* and *whether* • reported questions with *if* and *whether* • use of *had* and *would* in reported questions • reported requests
	• statements with question tags using Entry 3 tenses	• statements with question tags using Level 1 tenses
		• reported instructions
Noun phrase		
• countable and uncountable nouns • simple noun phrases • object and reflexive pronouns • determiners of quantity – *any, many*.	• noun phrases with pre- and post-modification • a range of determiners	• more complex noun phrases with pre- and post-modification • Word order of determiners
• use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives	• use of articles including: definite article with post modification; use of indefinite article to indicate an example of a class; use of indefinite articles in definitions	• use of definite, indefinite and zero article with a wide range of nouns in a range of uses
• possessive *s* and possessive pronouns		• range of expressions to indicate possession
Verb forms and time markers in statements, interrogatives, negatives and short forms		
• simple present tense of: regular transitive and intransitive verbs with frequency adverbs and phrases • simple past tense of regular and common irregular verbs with time markers such as *ago* • future time using: present continuous; use of time markers	• no present perfect with: *since/for; ever/never; yet/already* • *used to* for regular actions in the past • past continuous • future simple verb forms	• present perfect continuous • past perfect • present and past simple passive • use of *would* in conditional sentences • causative use of *have* and *get*
• modals and forms with similar meaning: *must* to express obligation; *mustn't* to express prohibition; *have to*, *had to*, to express need; *could* to make requests; *couldn't* to express impossibility • use of simple modal adverbs: *possibly, probably, perhaps*	• modals and forms with similar meaning: positive and negative, eg *you should/shouldn't* to express obligation; *might, may, will probably* to express possibility and probability in the future; *would/should* for advice; *need to* for obligation; *will definitely* to express certainty in the future; *May I?* asking for permission; *I'd rather* stating reference	• modals, *ought* to express obligation; negative of *need* and *have to* to express absence of obligation; *would* to express hypotheses; use of forms, eg be able to to refer to future; *would like* + object + infinitive, eg *would like you to*
• very common phrasal verbs	• common phrasal verbs and position of object pronouns	• a range of phrasal verbs
Adjectives		
• adjectives and adjective word order • comparatives, regular and common irregular forms	• comparative and superlative adjectives • comparative structures	• comparisons using *fewer* and *less* • collocation of adjective + preposition
Adverbs and prepositional phrases		
• prepositions and prepositional phrases of place and time	• wider range of prepositions and prepositional phrases	• prepositions to express concession • collocations of: verbs + prepositions, nouns + prepositions
• adverbs and simple adverbial phrases word order with adverbs and adverbial phrases including: sequencing: (*after, that*); of time and place (*in the morning, at the bus stop*); of frequency: (*always, sometimes*); of manner (*carefully, quickly*) • word order • use of intensifiers, eg *really, quite, so*	• wide range of adverbial uses, eg to express possibility and un/certainty – *possibly, perhaps, definitely* • more complex adverbial phrases of time, place, frequency, manner • a range of intensifiers, including *too, enough*	• a range of adverbial phrases of time, manner, degree, extent, place, frequency, probability • comparative and superlative forms of adverbs • a wide range of intensifiers
Discourse		
• adverbs to indicate sequence – *first, finally* • use of substitution • markers to structure spoken discourse	• markers to indicate: addition, sequence, contrast • markers to structure spoken discourse • use of ellipsis in informal situations • use of vague language	• a range of discourse markers expressing addition, cause and effect, contrast, sequence and time • markers to structure spoken discourse • use of ellipsis in informal speech and writing

3.1 ESOL Entry 3 Assignment – Me and My Community

Summary Assessment Record for Entry 3

National Standard	ESOL Reference	Marking Guide	Marks		
			S&L	R	W
Activity 1					
3.1.1 3.1.2	Lr/E3.1a Lr/E3.1c Lr/E3.2a	1. 2 2. 9:30 (until 5:30) 3. www.rosehill.gov.uk / (Rose Hill) website **and** local newspaper www.rosehill.gov.uk / (Rose Hill) website **or** local newspaper	1 1 2 (1)		
		Total marks for activity 1			
		3 out of 4 possible marks required for success **Tick if activity 1 successfully achieved**	❑		

3.1 ESOL Entry 3 Assignment – Me and My Community

Summary Assessment Record for Entry 3

National Standard	ESOL Reference	Marking Guide	Marks S&L	Marks R	Marks W
Activity 2 – Conversation					
3.1.1 3.1.4 3.1.5 3.1.6 3.1.9 3.1.10	Sc/E3.3a Sc/E3.3b Sc/E3.4a Lr/E3.1c Lr/E3.3b Lr/E3.4a	Candidate states • name • address • postcode • when they began to study English. All information is clear, with full name spelt clearly Most information is clear, but full name not spelt out Candidate talks about their local community Candidate asks one question about the community where the interlocutor lives.	 1 1 1 1 2 (1) 1 1		
Language features					
Grammatical accuracy	Sc/E3.4a	Questions and statements are grammatically well formed with no significant errors at Entry 3.	2		
		Some grammatical errors occur but these do not impede communication.	(1)		
Pronunciation	Sc/E3.1a Sd/E3.1a	Candidate articulates sounds of English correctly using appropriate clarity, speed and phrasing. Pronounces common words with correct word stress and intonation. Uses appropriate stress and intonation patterns for the formation of questions and statements.	2		
		Candidate articulates most sounds of English correctly using appropriate clarity, speed and phrasing. Pronounces most common words with correct word stress and intonation. Uses appropriate stress and intonation patterns for the formation of questions and statements most of the time.	(1)		
Range	Sc/E3.2a	Candidate uses a wide range of vocabulary and expressions in conversation at Entry 3.	2		
		Candidate uses a limited but sufficient range of vocabulary and expressions in conversation at Entry 3.	(1)		
Fluency/ discourse	Sc/E3.4b Sd/E3.2b Lr/E3.1a Lr/E3.6a	Candidate interacts in a relaxed and natural way respecting the turn-taking rights of others. Expands on responses and initiates aspects of the conversation.	2		
		Candidate interacts in a relaxed and natural way most of the time with few pauses or hesitations respecting the turn-taking rights of others. Expands on responses and initiates aspects of the conversation some of the time.	(1)		
Comprehension	Lr/E3.1c Lr/E3.4a Sc/E3.3b	Candidate keeps up with the conversation throughout.	2		
		Candidate keeps up with the conversation most of the time.	(1)		
		Total marks for activity 2			
		12 out of 18 possible marks required for success **Tick if activity 2 successfully achieved**	❑		

Activity 2 – Conversation
Examples of performance

3.1 ESOL Entry 3 Assignment – Me and My Community

Summary Assessment Record for Entry 3

National Standard	ESOL Reference	Marking Guide	Marks S&L	Marks R	Marks W
Activity 3 – Discussion					
3.3.1 3.1.4 3.1.5 3.1.6 3.1.7 3.1.8 3.1.9 3.1.11 3.1.12 3.1.13	Lr/E3.3b Lr/E3.5a Lr/E3.5b Lr/E3.7a Lr/E3.7c Sc/E3.1a Sc/E3.1b Sc/E3.2a Sc/E3.4a Sc/E3.4b Sd/E3.1a Sd/E3.1b Sd/E3.1c Sd/E3.1d Sd/E3.2a	Candidate follows the gist of the discussion	1		
		Candidate follows the main points and makes appropriate contributions	2		
		Candidate follows some main points and makes some appropriate contributions	(1)		
		Candidate responds appropriately to a range of open questions	2		
		Candidate responds appropriately to some open questions	(1)		
		Candidate expresses clearly statements of fact, short accounts or descriptions	1		
Language features					
Grammatical accuracy	Sc/E3.4a	Questions and/or statements are grammatically well formed with no significant errors at Entry 3.	2		
		Some grammatical errors occur but these do not impede communication.	(1)		
Pronunciation	Sc/E3.1a Sc/E3.1b Sd/E3.1a	Candidate articulates sounds of English correctly using appropriate clarity, speed and phrasing. Pronounces common words with correct word stress and intonation. Uses appropriate stress and intonation patterns for the formation of questions and/or statements.	2		
		Candidate articulates most sounds of English correctly using appropriate clarity, speed and phrasing. Pronounces most common words with correct word stress and intonation. Uses appropriate stress and intonation patterns for the formation of questions and/or statements most of the time.	(1)		
Range	Sd/E3.1d Sc/E3.4d	Candidate uses a wide range of vocabulary and expressions in discussion at Entry 3.	2		
		Candidate uses a limited but sufficient range of vocabulary and expressions in discussion at Entry 3.	(1)		
Fluency/ discourse	Sd/E3.2 Lr/E3.4a Lr/E3.6a Lr/E3.7c	Candidate interacts in a relaxed and natural way respecting the turn-taking rights of others. Expands on responses and initiates aspects of the discussion.	2		
		Candidate interacts in a relaxed and natural way most of the time with few pauses or hesitations respecting the turn-taking rights of others. Expands on responses and initiates aspects of the discussion some of the time.	(1)		
Comprehension	Lr/E3.1a Sc/E3.4b	Candidate keeps up with the discussion throughout.	2		
		Candidate keeps up with the discussion most of the time.	(1)		
		Total marks for activity 3			
		11 out of 16 possible marks required for success **Tick if activity 3 successfully achieved**	❑		

Activity 3 – Discussion
Examples of performance

Tick if all Entry 3 Speaking and Listening activities successfully achieved	❑

Candidate's name	**Signature**	**Date**
Interlocutor's name	**Signature**	**Date**
Assessor's name	**Signature**	**Date**
Internal Quality Assurer (if sampled)	**Signature**	**Date**
Qualification Consultant (if sampled)	**Signature**	**Date**

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Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com

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