

22484VIC Certificate I in EAL (Access)

VU22591

Participate in short, simple exchanges

Assessment Tools for this unit include:

[Competency Mapping](#)

[Assessor Instructions \(including student instructions\)](#)

[Assessment Task A: Getting to know people in your class](#) E1

[Assessment Task B: Calling the Fire Brigade](#) E2

[Marking Guide](#)

Competency Mapping

Competency Mapping

Unit to be assessed: VU22591 Participate in short, simple exchanges

Steps & Tasks	Employability Skills Advice	Elements/performance criteria	Required skills and knowledge	Range statements	Evidence guide
<p>Task A</p> <p>Getting to know someone</p>	<p>Communication</p> <ul style="list-style-type: none"> Make short simple requests or enquiries. <p>Teamwork</p> <ul style="list-style-type: none"> Greet others and respond to greetings. <p>Problem Solving</p> <ul style="list-style-type: none"> simple strategies to seek clarification or oral information. <p>Initiative and Enterprise</p> <ul style="list-style-type: none"> Seek clarification or confirmation from others in simple exchanges. <p>Self-management</p> <ul style="list-style-type: none"> Manage own learning resources. 	<p>Participate in short simple exchange</p> <p>Element 1</p> <p>PC 1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p>	<ul style="list-style-type: none"> a limited number of simple words, phrases and expressions related to immediate needs in familiar transactions and social situations simple time and place related phrases for e.g. Adverbial time expressions such as when, before, after, here, there a limited range of simple high frequency connectives such as and, so, or, when, beca to give explanations a limited range of discourse markers such as next, then after a limited range of common high frequency verb tense forms such as simple present, past and simple imperative, future with will a limited range of simple personal singular pronouns such as I, you he/she a limited range of simple possessive adjectives such as my, his/hers simple questions and statements intonation of questions, statements and commands simple adverbs and adjectives to make a simple request? stress and intonation adequately in familiar supportive contacts simple relationships expressed by subordination modifying words and phrases 	<ul style="list-style-type: none"> Greeting and introductions Short simple exchanges Inquiries about personal info and interests Simple explanations Requests for repetition or clarification Closings Polite language or expressions 	<p>Learners must demonstrate evidence of the ability to:</p> <ul style="list-style-type: none"> and respond to simple basic English on a limited range of topics such as personal details, daily routines and simple requests (beyond basic needs) in simple face-to –face conversations with another person Initiate and conclude a conversation on a limited range of familiar topics strategies to get the interlocutor to repeat or explain words and phrases

Note: These are the Employability Skills from the EAL Framework qualification that have been identified by the writers of this task as applicable

<p>Task B</p>	<p>Communication</p> <ul style="list-style-type: none"> • Make short simple requests or enquiries. <p>Teamwork</p> <ul style="list-style-type: none"> • Greet others and respond to greetings. <p>Problem Solving</p> <ul style="list-style-type: none"> • simple strategies to seek clarification or oral information. <p>Initiative and Enterprise</p> <ul style="list-style-type: none"> • Seek clarification or confirmation from others in simple exchanges. <p>Self-management</p> <ul style="list-style-type: none"> • Manage own learning resources. 	<p>Make and respond to simple requests or inquiries Element 2 PC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>	<p>such as nearly, very, almost</p> <ul style="list-style-type: none"> • simple structures correctly in very simple utterances • simple vocab and words • simple strategies to seek clarification, repetition or explanation • simple questions and statements • a limited range of simple personal singular pronouns such as I, you he/she • a limited range of simple possessive adjectives such as my, his/hers • use pronunciation stress and intonation which is generally intelligible with high frequency words in familiar supportive contexts • use simple paralinguistic features • some simple phrasal verbs • common polite expressions • colloquialisms 	<ul style="list-style-type: none"> • Greeting and introductions • Short simple exchanges • Simple explanations • Requests for repetition or clarification • Closings • Polite language or expressions • Questions to make simple requests • Inquire about goods or services 	<p>Learners must demonstrate evidence of the ability to:</p> <ul style="list-style-type: none"> • and respond to simple basic English on a limited range of topics such as personal details, daily routines and simple requests (beyond basic needs) in simple face-to –face conversations with another person • Initiate and conclude a conversation on a limited range of familiar topics • strategies to get the interlocutor to repeat or explain words and phrases • Make and respond to simple requests
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Assessor Instructions

Instructions for the Assessor

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Element 1: Exchange greetings and personal information

Setting up the assessment task

- Inform the students that you will be assessing their speaking and listening skills for this unit
- This assessment will include some verbal questioning from the assessor and other class members and observation of the teacher/assessor
- Prepare the students with similar activities and tasks prior to assessing. Including practice in language for making and responding to enquiries.
- The marking guide includes suggested answers. These may vary slightly depending on the students differing life experiences.
- Assessors will make any reasonable adjustments to the task as required i.e. enlarge task for a student with a visual impairment

Prepare assessment tools

- Instructions for the learner to be given orally and written on worksheet
- **Worksheet-** Getting to Know someone in your class and community
- Class dictionaries, personal dictionaries available for students to refer to, vocabulary on board
- **Assessor Checklist** to record comments of each learners speaking and listening for the task

Conducting the assessment

TASK A- Listening and Speaking

1. Teacher/Assessor asks learners about what you can say when you are getting to know someone. Ask learners to fill in section 1 and then discuss together with learner or as a class.
2. Read through second section of the sheet with the learner/s. Learners can fill in their answers. (or teacher can scribe for the learner)
3. The assessor reads through assessment activity to learners. Learners can prepare some basic information for the dialogue.
4. Learners create their own dialogues. They can perform with classmate or teacher/assessor.
5. The assessor listens to each student make and respond to an enquiry and records on **Assessor Checklist- Task A.**
6. The assessor gives feedback to learner on performance and records.

You will be assessed for this Element by completing all of the questions on the following 1 task sheet and discussing your answers with the assessor. You must engage in a dialogue with someone.

Task A Getting to know someone in the class

Fill in table and discuss answers with class.

Write an answer for question 2 or tell the assessor.

Practice in pairs the questions.

Prepare a dialogue. Read and follow the instructions of the task sheet.

Ask the teacher if you are unsure of anything.

You may use a dictionary or your notes.

Instructions for the Assessor

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Element 2: Make and respond to simple requests or inquiries

Setting up the assessment task

- Inform the students that you will be assessing their speaking and listening skills for this unit
- This assessment will include some verbal questioning from the assessor and other class members and observation of the teacher/assessor
- Prepare the students with similar activities and tasks prior to assessing. Including practice in language for making and responding to inquiries.
- The marking guide includes suggested answers. These may vary slightly depending on the students differing life experiences.
- Assessors will make any reasonable adjustments to the task as required i.e. enlarge task for a student with a visual impairment

Prepare assessment tools

- Instructions for the learner to be given orally and written on worksheet
- **Worksheet- 'Calling 000'** for each learner
- Class dictionaries, personal dictionaries available for students to refer to, vocabulary on board
- **Assessor Checklist** to record comments of each learners speaking and listening for the task

Conducting the assessment

TASK B- Listening and Speaking

1. Teacher/Assessor asks learners about their experiences with calling 000. Elicit knowledge and vocabulary Review vocabulary of Fire, Ambulance and Police. Emergency, nearest cross street.
2. Give each learner a copy of the worksheet "Calling 000".
3. The assessor reads through activity to learners. Learners can prepare some basic information for the dialogue.
4. Learners create their own dialogues. They can perform with classmate or teacher/assessor.
5. The assessor listens to each student make and respond to an enquiry and records on **Assessor Checklist- Task B.**
6. The assessor asks the learner to read the emergency services information. Then asks them to answer the following questions.
What are the 3 emergency services?
Which one do you need to pay for?
How much for a family? For a single? For a concession cardholder? Which one are you? How much do you pay?
7. The assessor gives feedback to learner on performance and records.

You will be assessed for this Element by completing all of the questions on the following 1 task sheet and discussing your answers with the assessor. You must pretend to ring an emergency service.

Task B Calling 000

Read through the worksheet Task B.

Prepare a dialogue. Read and follow the instructions of the task sheet.

Ask the teacher if you are unsure of anything.

You may use a dictionary or your notes.

**After the dialogue read the information about the emergency services.
Listen to your teacher's questions and answer the questions.**

Assessment Tasks

Task A Getting to know people in your class and community

What can you say to get to know people in Australia?

1. Is it ok to ask about the following?

Topic	Yes	No	It depends
The weather			
Family			
Where you come from			
Your age			
Your weight			
Work			
Sport			

2. What do you talk about when you are getting to know people?

3. Below are common questions people might ask you when they meet you. Practice in pairs asking and answering each other these questions.

- When did you come to Australia?
- Where did you come from?
- Why did you come?
- Where do you live now?
- How long have you lived there?
- How many people do you live with?
- How long have you studied English for?
- How do you like the weather in Melbourne? Why?

4. When you are ready you can show the teacher/class or record on a recorder your conversation.

Remember to include; greetings, introductions, questions about personal information and interests, give simple reasons for you answers and closings. If you don't understand remember to ask the person to repeat themselves or explain.

“Sorry, I don't understand. Can you say it again please?”

TASK B Calling the Fire Brigade

Name _____

Date _____



In this activity you are going to practice calling the fire brigade.

You have to ring **000** to call for the fire brigade because your neighbour's house is on fire.

Say


- the service you need
- what the problem is
- your address
- your telephone number
- if anyone is hurt
- the nearest cross street

After you have finished discuss with your teacher

Do you think your message was understood?

Do you think you could do this in real life? Why? Why not?

Look at the emergency service information below. Listen to your teacher's questions and answer them.

	Police	free
	Fire	free
	Ambulance	free for concession cardholders
	Single yearly	\$ 41
	Family yearly	\$ 82

Marking Guide

Task A Assessor Checklist – Getting to know someone

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Element 1: Exchange greetings and personal information

Student name _____ Date _____

Criteria	Sample answers	Student Evidence
1.1 Use greetings and make introductions in short simple exchanges with another person	Hello, Good morning, Good afternoon, How are you?	
1.2 Respond to inquiries about personal information and interests	Where do you live? Where do you come from?	
1.3 Inquire about personal information and interests	What do you like doing on the weekend? Do you play/watch any sports? Do you have family here?	
1.4 Give simple explanations of personal information	I live with my family. I have 5 children, 3 girls and 2 boys. The kids play sport on the weekend.	
1.5 Respond to and make requests for repetition or clarification as required	Sorry what was that? Can your repeat that please?	
1.6 Use simple closings	See you later. Goodbye.	

Transcript:

Where is recording kept? Or Written transcript attached

Student must demonstrate language to fulfil each of these criteria. Language should be comprehensible to a sympathetic interlocutor.

Feedback

Satisfactory More evidence required

Assessor's Signature:

Students Signature

Assessor Checklist – Calling 000

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Element 2: Make and respond to simple requests or inquiries

Task B

Student name _____ Date _____

	Sample language	Learner Evidence
2.1 Use polite language forms or expressions to initiate and respond to simple requests or inquiries	Excuse me. Can you help me? Could you tell me..... Sure. Of course.	
2.2 Use questions to make simple requests or inquire about goods and services	I need the fire service. Can you get here soon? What should we do?	
2.3 State need and give simple explanations	I need the fire service. My neighbour's house is on fire.	
2.4 Respond to requests for repetition, clarification or further explanation	No I said Greig St not Craig. Sorry can you repeat that please? Family membership \$82	
2.5 Use appropriate closings	Yes, thank you. I will do that.	
2.6 Evaluate effectiveness of the transaction with a support person	Fill in feedback section and discuss with learner. Add their comments regarding their own performance.	
<p>Feedback</p> <p><input type="checkbox"/> Satisfactory <input type="checkbox"/> More evidence required</p> <p>Assessor's Signature: _____ Students Signature _____</p>		

Learner should speak in a way that is comprehensible to a sympathetic interlocutor.

Language appropriate to the purpose of task should be used.

Language that is appropriate for each criterion should be used (except for 2.4) if not needed. (Although this will need to be used on another occasion to be fully competent.)