

## 22484VIC Certificate I in EAL (Access)

### VU22592

#### Give & respond to short, simple spoken instructions & information

#### Assessment Tools for this unit include:

##### Competency Mapping

##### Assessor Instructions (including student Instructions)

Assessment Task A: Making Sandwiches (listening) E1

Assessment Task B: Making Sandwiches E2

Assessment Task C: Lost Boy announcement E3

Assessment Task D: Lost - role play E4

##### Marking Guide

Competency Mapping

## Competency Mapping

Unit to be assessed: VU22592 Give and respond to short simple spoken instructions and information

Steps & Task	Employability Skills Advice	Elements/ Performance criteria	Required skills and knowledge	Range statements	Evidence guide
<p><b>Task A</b></p> <p>Listening to instructions for 'Making a Sandwich'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Respond to and give simple spoken instructions</li> <li>Use communication strategies to clarify meaning and information</li> </ul> <p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li>Give and receive feedback in a supported context.</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>Use simple strategies to seek clarification or oral information.</li> <li>Use visuals and other context clues to identify meaning in text.</li> </ul> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>Manage own learning resources.</li> </ul>	<p>Element 1</p> <p>Respond to short, simple everyday spoken instructions or directions 1.1, 1.2, 1.3</p>	<ul style="list-style-type: none"> <li>limited no. of words, phrases and expressions related to simple descriptions and instructions</li> <li>simple time place words and phrases related to descriptions and instructions i.e. adverbials of time when, before, after, then</li> <li>limited range of simple high frequency connectives such as so, or, but, when, because</li> <li>limited range of common high frequency verb tense forms such as simple present, past and simple imperative, future</li> <li>intonation of questions, statements and instructions</li> <li>required numeracy knowledge and skills; in quantities</li> </ul>	<ul style="list-style-type: none"> <li>Simple everyday spoken instructions i.e. put on, cut, slice, arrange, top with</li> <li>A range of familiar contexts <ul style="list-style-type: none"> <li>Classroom</li> <li>Kitchen</li> </ul> </li> <li>Movement and position in space: on, up, down, under</li> <li>Simple measurement, amounts or sizes – numbers- 2 slices, teaspoons, tablespoons, ½ cup, small, large</li> </ul>	<ul style="list-style-type: none"> <li>Respond to simple spoken instructions on a limited range of topics</li> <li>Use communication strategies to clarify meaning and information</li> </ul>

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

<p><b>Task B 1, 2</b></p> <p>Speaking-instructions ‘Telling people how to make your favorite sandwich’ And how much a sandwich costs</p>		<p>Element 2 Give short, simple everyday spoken instructions or directions 2.1,2.2,2.3,2.4</p>	<ul style="list-style-type: none"> <li>• limited no. of words, phrases and expressions related to simple descriptions and instructions</li> <li>• simple time place related phrases related to descriptions and instructions i.e. adverbials of time when, before, after, then</li> <li>• limited range of simple high frequency connectives such as so, or, but, when, because</li> <li>• limited range of common high frequency verb tense forms such as simple present, past and simple imperative, future</li> <li>• required numeracy knowledge and skills; in quantities and prices</li> </ul>	<ul style="list-style-type: none"> <li>• Simple everyday instructions or directions <ul style="list-style-type: none"> <li>- One or two step instructions joined by ‘and’ ‘then’ next’</li> </ul> </li> <li>• How to complete a simple recipe</li> <li>• Instructional and imperative forms “Cut the onions and put on to the lettuce”</li> <li>• Supports- diagrams, food, demonstration</li> <li>• Explanations – ‘the best way to do is to .....’</li> </ul>	<ul style="list-style-type: none"> <li>• Give simple spoken instructions on a limited range of topics Use communication strategies to clarify meaning and information</li> </ul>
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Note: These are the Employability Skills from the EAL Framework qualification that have been identified by the writers of this task as applicable.

Steps & Task	Employability Skills	Elements/ performance criteria	Required skills and knowledge	Range statements	Evidence guide
<p><b>Task C</b></p> <p>Lost Boy Announcement</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Use and respond to a small number of simple, common high frequency words, phrases and expressions related to self and others in familiar social situation, immediate needs, time and place.</li> </ul> <p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li>Give and receive feedback in a supported context.</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>Use simple strategies to seek clarification of oral information.</li> </ul> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>Manage own learning resources.</li> </ul>	<p>Element 3: respond to simple information PC 3.1, 3.2, 3.3</p>	<ul style="list-style-type: none"> <li>limited number of simple words, phrases and expressions related immediate needs in familiar transactions and social situations</li> <li>simple time and place words and phrases</li> <li>limited range of simple high frequency connectives– <b>and, because</b></li> <li>a limited range of discourse markers</li> <li>Limited range of common high frequency verb tense forms such as simple present <b>He is wearing...</b></li> <li>limited personal singular pronouns <b>I, you, he/she</b></li> <li>simple vocabulary such as nouns and adjectives <b>He is wearing a red t shirt and blue jeans</b></li> <li>simple, specific</li> </ul>	<ul style="list-style-type: none"> <li>Simple spoken texts may include: <ul style="list-style-type: none"> <li>announcements (loudspeaker)</li> <li>weather reports on radio and TV</li> <li>telephone voice mail recorded greetings</li> <li>touch screen recordings</li> <li>poems, stories and recounts read or recited by peers, teachers and in recordings</li> <li>digital stories</li> <li>‘sound bites’ from websites, such as ‘YouTube’</li> <li>School / teacher announcements</li> </ul> </li> <li>key words – <b>who, what, where, when</b></li> </ul>	<ul style="list-style-type: none"> <li>responds to simple spoken information text on a limited range of familiar topics</li> </ul>

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

			questions and statements in oral texts <ul style="list-style-type: none"><li>• Intonation can convey feelings &amp; attitudes</li></ul>		
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Note: These are the Employability Skills from the EAL Framework qualification that have been identified by the writers of this task as applicable.

<p><b>Task D</b></p> <p>Simulated role play on A lost item or person</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Use and respond to a small number of simple, common high frequency words, phrases and expressions related to self and others in familiar social situation, immediate needs, time and place.</li> <li>• Exchange simple greetings and personal information.</li> <li>• Make short simple requests or inquires.</li> <li>• Use communication strategies</li> </ul> <p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li>• Give and receive feedback in a supported context.</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>• Use simple strategies to seek clarification or oral information.</li> </ul> <p><b>Self-management</b></p>	<p>Element 4: Give simple information PC4.1, 4.2, 4.3, 4.4</p>	<ul style="list-style-type: none"> <li>• limited number of simple words, phrases and expressions related to simple descriptions</li> <li>• limited range of connectives – <b>and, because</b></li> <li>• simple time and place phrases related to simple descriptions</li> <li>• limited range of verb tense forms - <b>present, past</b></li> <li>• limited personal singular pronouns- <b>I, he/she</b> and possessive adjectives – <b>my, your, his/hers</b></li> <li>• nouns to convey feeling &amp; attitudes</li> <li>• intonation to convey feelings &amp; attitudes</li> <li>• Use simple statements and questions</li> <li>• simple frequently used modifying words and phrases</li> <li>• simple opinions, explanations</li> <li>• Use body language to clarify and convey meaning</li> <li>• mathematical terms relating to quantity, time</li> </ul>	<ul style="list-style-type: none"> <li>• Audience &amp; purpose for giving information October include teacher, class group. enrolment officer</li> <li>• Giving information my include a response as <ul style="list-style-type: none"> <li>- part of a short exchange</li> <li>- part of an interview</li> <li>- part of a classroom Communication activity</li> </ul> </li> <li>• Simple narration, description or explanation October include <b>people, places, things, routines, events, simple problems</b></li> <li>• Feelings or attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Gives simple spoken information on a limited range of familiar texts in short exchanges</li> <li>• Uses strategies to clarify meaning and information</li> <li>• competency in the required skills and knowledge specified in this unit</li> <li>• to be assessed as competent students must be gathered on a number of occasions over time and in a range of familiar contexts</li> </ul>
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Note: These are the Employability Skills from the EAL Framework qualification that have been identified by the writers of this task as applicable.

	<ul style="list-style-type: none"><li>• Manage own learning resources.</li></ul>				
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Note: These are the Employability Skills from the EAL Framework qualification that have been identified by the writers of this task as applicable.



Assessor Instructions

## Instructions for the Assessor

### 22484VIC Certificate I in EAL

VU22592 Give and respond to short, simple spoken instructions and information. Element 1: Respond to short, simple everyday spoken instructions or directions Element 2: Give short, simple spoken instructions or directions

#### 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 spoken questioning from the assessor and other class members and observation by the teacher/assessor
- Prepare the students with similar activities and tasks prior to assessing i.e. Students have listened to several sequenced instructional texts and practised given their own before assessment, including; instructions, directions and procedures.
- This assessment also requires students to know about sandwiches. What are they, what are some of the ingredients?
- The marking guide includes suggested answers. These October vary slightly depending on the students differing life experiences.
- Inform students that to be competent in this element they will do several tasks with a range of contexts over the time spent on the unit. This task is a sample of one
- 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
- Food for sandwich (**optional- October be paper cut outs or pictures- see picture sheet**)
- Class dictionaries, personal dictionaries available for students to refer to, vocabulary on board, written recipes (optional)

#### Conducting the assessment

Pre-task teacher works on Task A worksheet about making sandwiches.

#### TASK A- Listening

1. The assessor provides ingredients for several types of sandwiches, i.e. bread, margarine, grated carrots, lettuce, boiled egg, mayonnaise, turkey meat, etc. (**or picture equivalent**)
2. The assessor says that he/she is going to make their favourite sandwich. The assessor makes the sandwich and gives instructions while making it.
3. The students retell the instructions for making the sandwich.
4. Assessor with students reviews the language of instruction-imperatives, Movement-position and space and Simple measurement- amounts and sizes.
5. The assessor gives instructions to make another sandwich and the student Responds to the instructions and makes the sandwich. "I am going to tell you now how to make another sandwich. You need to listen to me carefully and

Follow my instructions. If you are not sure you can stop me by putting up your hand. Then ask me to repeat or explain the instruction.”

NOTE: Each learner being assessed will need slightly different instructions to assess their individual listening capacity.

## 6. SAMPLE INSTRUCTIONS

Today we are going to make a salad sandwich.

First, take 1 slice of bread.

Then, butter the bread.

Next, put on carrot.

And then, add tomato and lettuce.

Now put a piece of bread on top.

Slice the sandwich in half.

Finally, put on a plate and serve.

## 7. The assessor watches each student follow instructions and records on **Assessor Checklist- Task A.**

### TASK B-1 Speaking

1. Ask students to think about their favourite sandwich. Students asked to name sandwich, list ingredients and method of making. (Teacher/assessor October model this first)
2. Review language of prepositions, use of quantities, use of imperatives, sequence markers and language used for clarification of meaning.
3. Inform students of support available i.e. target vocab on the board, written recipe. Teacher/assessor October prompt speaking with questions or comments.
4. When student is ready they give instructions to the assessor (and class) about how to make their favourite sandwich.
5. Listeners can record information on the listening checklist or make the sandwich according to the instruction sequence. (See Task B- listening)
6. Assessor can also record student instructions on digital recorder or other recording mechanism i.e. phone-casting.
7. Assessor to complete **Assessor Checklist Task B - Speaking** for each student undertaking task.

**You will be assessed for this Element by completing a listening and speaking task.**

**Task A Making Sandwiches- Listening**

Complete the worksheet with the class prior to the listening assessment.

Listen to the teacher instructions of making a sandwich.

As teacher speaks make the sandwich using the ingredients.

Ask the teacher if you are unsure of anything.

**Task B Making Sandwiches- Speaking**

Now you need to give instructions making sandwiches.

Prepare your dialogue. Think about:

- Type of sandwich
- Ingredients
- Steps /instructions
- What actions must the person do to make the sandwich?

Check with the teacher if you have any questions.

Remember to speak clearly.

Use sequence markers such as Firstly, Next, Now, Then, Finally.

Answer any questions that someone might ask. For example, “Can you repeat that instruction please?”

## Instructions for the Assessor

### 22484VIC Certificate I in EAL

VU22592 Give and respond to short, simple spoken instructions and information. Element 3: Follow simple spoken texts

## TASK C

### Setting up the assessment task

- Inform the students that you will be assessing their listening skills for this element
- This assessment will involve listening to a recording and answering the questions on the worksheet
- Prepare the students with similar activities and tasks prior to assessing i.e. students will have listened to various announcements, news reports, recounts etc.
- Assessors will make any reasonable adjustments to the task as required i.e. enlarge task for a student with a visual impairment, hearing impaired October need to have the teacher read the script to them

### Prepare assessment tools

- Instructions for the learner are to be given orally
- A recording of the announcement (preferred)

#### ***Lost boy announcement transcript***

Attention Big W customers.

We have a lost boy in the shop. He is 4 years old.

His name is Tim.

He has black hair and is wearing a red t-shirt and blue jeans.

Could his mum or dad please come to the inquiries desk at the front of the shop?

- Copies of worksheet for each student
- Class dictionaries, personal dictionaries available for students to refer to

### Conducting the assessment

1. It is advisable to record the assessment for consistency
2. Explain to the learners what they will have to do: Listen to a recording and answer the questions.
3. They will hear an initial recording to contextualise the task and then it will be replayed several times to answer the questions & check their answers
4. Hand out the student worksheets and allow time for the student to check any vocab. they October require and to familiarize themselves with the information they are listening for

5. Play the recording several times. Allow time between each playing so that students can record information
6. Assessor collects worksheet from the students to place in their portfolio.
7. Play through recording again & discuss answers.

## **Student Instructions**

### **VU22592 Element 3**

#### **TASK C**

Student instructions are to be given orally. Main points may be written on the board.

- Today, you are being assessed on your listening skills
- This listening task is an announcement.
- You will hear a recording of an announcement several times and must answer the questions on the worksheet
- First listen to the recording
- Read through the worksheet. Check if you are unsure of anything.
- Listen again and answer the questions on the worksheet. Don't worry if you don't answer them all as the teacher will play it again
- On the final playing listen and check your answers
- Make sure your name and date has been placed on your sheet
- Hand in to the assessor. The assessor will talk to you about your answers
- Your task will be placed in your file.

## Instructions for the Assessor

### 22484VIC Certificate I in EAL

VU22592 Give and respond to short, simple spoken instructions and information. Element 4: Give simple information

#### Task D

##### Setting up the assessment task

- Inform the students that you will be assessing their speaking skills for this unit
- This assessment will include a role play with a fluent interlocutor and observation by the teacher/assessor
- Inform students that to be competent in this element they will do several tasks with a range of contexts over the time spent on the unit. This task is a sample of one.
- Prepare the students with similar activities and tasks prior to assessing i.e. Student have practiced similar role play situations. They have also practiced giving oral descriptions of people, places or things.
- Assessors will make any reasonable adjustments to the task as required i.e. enlarge task cards for a student with a visual impairment,

##### Prepare assessment tools

- Instructions for the learner are to be given orally
- Organise for an interlocutor for the assessment
- Copies of task cards for students and interlocutor
- Copies of assessor checklist for each student being assessed
- Class dictionaries, personal dictionaries available for students to refer to
- Recording device to record dialogue i.e. digital recorder, phone & associated program, iPad or computer

##### Conducting the assessment

1. Provide the student with a fluent interlocutor.
2. To assist in assessing performance it is advisable to record the assessment. If recording, advise the student that you will be recording the assessment as evidence
3. Explain to the learners what they will have to do: you have lost a person or thing in a shopping Centre and need to go to the information desk to report it. You will be asked to describe it.
4. Remind students that when we talk we use our voice to help express our feelings and attitudes. Give examples: if upset how would I use my voice to say I've lost my wallet
5. Hand out the student task cards and explain that they can choose which task they would like to do. Each card has details of the information they will be required to give.
6. Explain to the interlocutor that they have 2 cards and depending on the what the student has lost, which information they will need to find out
7. The interlocutor October record notes on the card during the task
8. Allow the student sufficient time to prepare for the assessment

9. When student is ready conduct the role play, recording if possible.
10. The assessor observes and records on **Assessor Checklist**
11. After listening to the recording the teacher provides feedback to the student and places task records in the students portfolio

### **Student Instructions**

#### **VU22592 Element 4**

#### **TASK D**









Student instructions are to be given orally by the assessor. Main points may be written on the board.

- Today, you are being assessed on your speaking skills
- In this task you will be working with another person. You will be asked to describe a person or thing you have lost .The other person will ask you questions about the lost item or person.
- Remember, that when we talk we use our voice to show how we are feeling.
- You have 2 cards to choose from. First read the two cards carefully and choose **one**.
- On your card are important pieces of information you October need to include. You October write notes on your card to prepare and to act as prompts.
- When you are ready let the assessor know. You October be recorded to help the assessor and for you to evaluate your own performance.
- The assessor will talk to you about your role play
- Your task will be placed in your portfolio



Assessment Tasks

Pictures of sandwich ingredients

**You will be assessed for this Element by completing a listening and speaking task.**

**Task A      Making sandwiches- Listening**

Cut out the pictures on the sandwich ingredient worksheet.

Listen to the teacher giving instructions on how to make a sandwich and follow the instructions to make the sandwich (using the pictures)

Ask the teacher questions or to repeat instructions if you are unsure of anything.

**Task B      Making Sandwiches- Speaking**

Now you need to give instructions making sandwiches.

Your teacher may record you giving instructions.

Prepare your dialogue. Think about:

- Type of sandwich
- Ingredients
- Steps /instructions
- What actions must the person do to make the sandwich?

- Check with the teacher if you have any questions.
- Remember to speak clearly.
- Use sequence markers such as Firstly, Next, Now, Then, Finally
- Answer any questions that someone might ask. For example,  
“Can you repeat that instruction please?”

## ASSESSOR CHECKLISTS

### Task A Listening - Making Sandwiches

#### 22484VIC Certificate I in EAL

VU22592 Give and respond to short, simple spoken instructions and information.

Element 1: Respond to short, simple everyday spoken instructions or directions and

Element 2: Give short, simple everyday spoken instructions or directions

Student name \_\_\_\_\_ Date \_\_\_\_\_

Did the learner?	Followed or not Yes/No	Learner Evidence (What did they do?)
<b>1.1 Identify simple everyday verbal instructions and or directions</b> i.e imperative forms		
<b>1.2 Follow instructions or directions relating to movement and position</b>		
<b>1.3 Follow instructions or directions involving simple measurement amounts or sizes</b>		

Feedback (make a note of verbal feedback given)

\_\_\_\_\_

\_\_\_\_\_

Satisfactory       Additional evidence required

Recommendations for future training or assessment:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Assessor's name: \_\_\_\_\_ Signature: \_\_\_\_\_

Student signature: \_\_\_\_\_

## Task B 1 Speaking – Making Sandwiches

Student name \_\_\_\_\_ Date \_\_\_\_\_

Did the learner?	Sample evidence	Learner Evidence
2.1 Identify the purposes and context for simple everyday instructions or directions	"Today, I will show you how to make a tuna and egg sandwich."	
2.2 Use imperative forms to convey meaning	"First, get ready all the food. The egg, bread and tuna. Imperatives the student used appropriately – get, put, spread, cut.	
2.3 Use supports as required	X used the ingredients and assembled the sandwich as they spoke.	
2.4 Respond to requests for repetition, clarification, or explanation	X was able to respond to requests to repeat information. For example: some students wanted to know what went into the tuna mix. X responded mayonnaise. He showed them the bottle and spelt it for them.	
See Frameworks for 'Context of and specific resources for assessment-' and factors that should be taken into consideration.		
<p>Was the speaker intelligible?      <b>Yes/No</b></p> <p>Feedback</p> <p><input type="checkbox"/> Satisfactory      <input type="checkbox"/> More evidence required</p> <p>Assessor's Signature:</p> <p>Student's signature:</p>		

Name

Date

### Task C Lost Boy

1. What is this announcement about?

today's weather

train times

a lost child

today's news stories

2. Where are they?

K Mart

Target

Big W

3. Who is the announcement for?

The workers in the shop

the customers in the shop

4. What is lost in the shop?

a lost boy

a lost girl

a lost dog

5. How old is he?

6. What colour is his hair?

7. What is his name?

8. Circle the clothes he is wearing



and



9. Where should his mum and dad go?

inquiries desk

back of shop

front of shop

10. How do you think Tim feels?

happy

tired

upset

Feedback

Satisfactory       More evidence required

Assessor's Signature:

Students Signature:





## INTERLOCUTER CARDS

### CARD A Lost Child

You work at the information desk at a shopping centre.

A customer has lost a child and has come to you for help.

You need to get as much information as you can. Record below

- Who is lost Name
- Age
- What they look like:  
hair colour  
eyes  
height
- Nationality
- What they are wearing
- Where and when you last saw them

Student Name

Date

### CARD B Lost

You work at the information desk at a shopping centre.

A customer has lost an item and has come to you to report it.

You need to get as much information as you can. Record below

- What is lost
- What it looks like :  
Size  
Colour  
What it's made of
- What was inside it
- Any features
- Where and when they lost it
- Their name & contact number

Student name

Date

**ASSESSOR CHECKLIST**

**TASK D**

<p><b>22484VIC Certificate I in EAL</b>  <b>VU22592</b> Give and respond to short, simple spoken instructions and information.  <b>Element 4:</b> Give simple information</p>	<p>Name:  Date:</p>
<p><b>Context : Simulated role play</b>  <b>The student has lost a person or object at a shopping centre and is reporting it to the information desk. The task will include a personal exchange between an interlocutor and the student. This may be conducted on a one to one basis or in a class situation. It is advisable to record the exchange</b></p>	
<p><b>Performance criteria</b></p>	<p><b>Observations &amp; learner evidence</b></p>
<p><b>4.1 Introduce the topic and reason for choosing it, as appropriate</b>  <i>Note: opening sentence, does it introduce the topic</i></p>	
<p><b>4.2 Convey meaning using simple description or narration</b>  <i>Note use of : vocab appropriate to description, adjectives, simple connectives, verb tense, personal &amp; possessive pronouns</i></p>	
<p><b>4.3 Give simple explanations about the information</b> <i>Note: stress &amp; intonation used, body language, vocab or simple sentences</i></p>	
<p><b>4.4 Use supports as required</b></p>	
<p><b>General comments:</b></p>	

**Transcript/ recording link:**

Feedback

Satisfactory       More evidence required

Assessor's Signature:

Students Signature

Marking Guide

## ASSESSOR CHECKLIST and **MARKING GUIDE**

### Task A      Listening - Making Sandwiches

**22484VIC Certificate I in EAL**  
VU22592 Give and respond to short, simple spoken instructions and information.  
Element 1: Respond to short, simple everyday spoken instructions or directions and  
Element 2: Give short, simple everyday spoken instructions or directions

Student name \_\_\_\_\_ Date \_\_\_\_\_

Did the learner?	Followed or not Yes/No	Learner Evidence (What did they do?)
<b>1.1 Identify simple everyday spoken instructions and or directions i.e imperative forms</b>		
<b>1.2 Follow instructions or directions relating to movement and position</b>		
<b>1.3 Follow instructions or directions involving simple measurement amounts or sizes</b>		

Feedback (make a note of spoken feedback given)

\_\_\_\_\_

\_\_\_\_\_

Satisfactory       Additional evidence required

Recommendations for future training or assessment:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Assessor's name:

Signature: \_

Student signature: \_\_\_\_\_

## Task B 1 Speaking – Making Sandwiches

Student name \_\_\_\_\_ Date \_\_\_\_\_

Did the learner?	Sample evidence	Learner Evidence
<b>2.1 Identify the purposes and context for simple everyday spoken instructions or directions</b>	“Today, I will show you how to make a tuna and egg sandwich.”	
<b>2.2 Use imperative forms to convey meaning</b>	“First, get ready all the food. The egg, bread and tuna. Imperatives the student used appropriately – get, put, spread, cut.	
<b>2.3 Use supports as required</b>	X used the ingredients and assembled the sandwich as they spoke.	
<b>2.4 Respond to requests for repetition, clarification, or explanation</b>	X was able to respond to requests to repeat information. For example: some students wanted to know what went into the tuna mix. X responded mayonnaise. He showed them the bottle and spelt it for them.	
See Frameworks for ‘Context of and specific resources for assessment and factors that should be taken into consideration.		
<p>Was the speaker intelligible?      <b>Yes/No</b></p> <p><b>Comment</b></p>		

## Marking Guide VU22592

To be deemed competent in this unit evidence must be gathered on a number of occasions over time and in a range of familiar contexts to demonstrate consistency. In order to complete tasks for VU22592 satisfactorily, the learner must have done the following

### Task C

Questions 1-4 need to be ticked appropriately. These questions contain the reason and context of the announcement. It is expected that these answers would be answered correctly.

Questions 5-10 relate to listening to details. At least half of these should be answered correctly.

Questions 5-7 require a simple answer. Spelling mistakes are accepted (but corrected) as it is a listening task.

Question 8 requires the student to circle 2 items – a top and a bottom article of clothing.

Question 9 requires a ticked answer

Question 10 requires a ticked answer and relates to the feel and tone of the recording. This needs to be identified for a satisfactory completion of the task.

- This task may be answered either orally or in writing. If completed orally the assessor October record the student's answers on the sheet.
- The assessor October read the questions to the student as the emphasis of this assessment is on listening skills

## Marking Guide

1. What is this announcement about?

- today's weather                       train times  
 a lost child                               today's news stories

2. Where are they?

- K Mart                       Target                       Big W

3. Who is the announcement for?

- the workers in the shop                       the customers in the shop

4. What is lost in the shop?

- a lost boy                       a lost girl                       a lost dog

5. How old is he? **4 years old.**

6. What colour is his hair? **black**

7. What is his name? **Tim**

8. Circle the clothes he is wearing



9. Where should his mum and dad go?

- inquiries desk                       back of shop                       front of shop                      **either correct**

10. How do you think Tim feels?

- happy                       tired                       upset



## Marking Guide VU22592

### Element 4

The focus of this task is speaking and the ability to give short spoken instructions related to immediate personal and social needs. In order to complete the task for VU22592 satisfactorily, the learner should show examples of the following.

### Task D

Refer to the assessor checklist for examples of language. They should include:

- An introduction to the topic in the early parts of the conversation, establishing a context and reason
- Use of strategies to get the interlocutor to repeat or explain words or phrases
- Responds to questions appropriately providing the information required
- Conveys meaning using simple descriptions – uses appropriate vocabulary, adjectives, personal and possessive pronouns, body language
- Ability to express feeling with intonation, simple sentences, body language
- Use of body language to help convey meaning
- Pronunciation of high frequency words and expressions should be clear enough to be understood
- Intelligibility is taking into account over pronunciation
- Able to use supports as appropriate

*Refer to 'Context of specific resources for assessment' pages in EAL Frameworks.*

**TASK D ASSESSOR CHECKLIST SAMPLE**

<p><b>22484VIC Certificate I in EAL</b>  <b>VU22592</b> Give and respond to short, simple spoken instructions and information.  <b>Element 4:</b> Give simple information</p>	<p>Name: Date:</p>
<p><b>Context : Simulated role play</b>  <b>The student has lost a person or object at a shopping Centre and is reporting it to the information desk. The task will include a personal exchange between an interlocutor and the student. This may be conducted on a one to one basis or in a class situation. It is advisable to record the exchange</b></p>	
<p><b>Performance criteria</b></p>	<p><b>Observations &amp; learner evidence</b></p>
<p>4.1 Introduces the topic  <i>Note: opening sentence, does it introduce the topic</i></p>	<p><i>Excuse me, I can't find my daughter</i></p>
<p>4.2 Convey meaning using simple description, narration  <i>Note use of: vocab appropriate to description, adjectives, simple connectives, verb tense, personal &amp; possessive pronouns</i></p>	<p><i>She has short, brown hair.  Her name is Anna and she's 4.  She is wearing a red top and jeans.</i></p>
<p>4.3 Give simple explanations about the information</p>	<p><i>I'm very worried because .....</i></p> <p><i>Student used her voice to express her concern – speaking quickly and at a raised level.  Student used hand gestures to describe height and what she was wearing.  Student used body language – nodding and shaking her head, shrugging shoulders.</i></p>
<p>4.4 Use supports as required</p> <ul style="list-style-type: none"> <li>• <i>diagrams and drawings</i></li> <li>• <i>maps</i></li> <li>• <i>realia</i></li> <li>• <i>photos</i></li> <li>• <i>video or audio</i></li> </ul>	

**General comments:**

**Transcript/ recording link:**

Satisfactory

More evidence required

Student's signature:

Date:

Assessor's signature:

Date: