

22484VIC Certificate 1 in EAL (Access)

VU22594

Read and write short, simple instructional and informational texts

Assessment Tools for this unit include:

Competency Mapping

Assessor Instructions (including student Instructions)

Assessment Task A: Read washing machine instructions E1

Assessment Task B: Write dishwasher instructions E2

Assessment Task C: Appliance Sale advertisement E3

Assessment Task D: Write a dishwasher advertisement E4

Marking Guide

Competency Mapping

Competency Mapping

Unit to be assessed: VU22594 Read and write short, simple and informational texts

Steps & Task	Employability Skills Advice	Elements/ performance criteria	Required skills and knowledge	Range statements	Evidence guide
<p>Task A</p> <p>How to use a washing machine-Reading</p>	<p>Communication</p> <ul style="list-style-type: none"> • Read short simple texts in a familiar environment. • Identify relevant information in short, simple print texts which include visual elements. • Create short simple texts which include short simple phrases or sentences related to immediate needs. <p>Planning & Organising</p> <ul style="list-style-type: none"> • Organise required 	<p>Respond to short simple written directions or instructions Element 1.1, 1.2,</p>	<ul style="list-style-type: none"> • A limited range of content words, phrases and expressions relevant to immediate personal and social needs • A limited range of simple phrases and formulaic expressions used in simple instructions texts • A limited range of simple adjectives and modifying devices to provide detail in informational texts • A limited number of simple adverbial phrases • A limited range of common high frequency tenses • A limited range of simple phrasal verbs • Simple modals • Simple contracted forms • Simple connectives • The alphabet in upper and lower case • Regular and irregular plural forms • Structural features of short simple texts • Reading skills to access simple bilingual dictionary and/or simple English dictionary to check unfamiliar 	<ul style="list-style-type: none"> • Purpose of the written instructions – use basic equipment-a washing machine • Actions – using a washing machine 	<p>Use familiar conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> • Read simple information texts related to familiar topics such as immediate social needs

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>Writing Instructions - How to use a dishwasher</p>	<p>learning materials and resources.</p> <p>Self-management</p> <ul style="list-style-type: none"> • Complete delegated tasks. • Manage own learning resources. 	<p>Write short simple instructional texts for immediate personal and social purposes Element 2.1, 2.2, 2.3, 2.4</p>	<ul style="list-style-type: none"> • A limited range of content words, phrases and expressions relevant to immediate personal and social needs • A limited range of simple phrases and formulaic expressions used in simple instructions texts • A limited range of simple adjectives and modifying devices • A limited number of simple adverbial phrases • A limited range of common high frequency tenses • A limited range of phrasal verbs • Simple modals • Simple connectives • The alphabet in upper and lower case • Regular and irregular plural forms • Structural features of short simple texts • Reading skills to access simple bilingual dictionary and/or simple English dictionary to check unfamiliar words 	<ul style="list-style-type: none"> • Purpose of the written instructions – use basic features of equipment • Recording formats- simple instructions • Check writing and make revisions as needed 	<p>Use familiar conventions and linguistic knowledge to:</p> <p>Construct simple informational texts which include short sentences using formats as appropriate to need and context</p> <p>Review own written informational text for accuracy</p>
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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 Advice	Elements/performance criteria	Required skills and knowledge	Range statements	Evidence guide
<p>Task C</p> <p>Read an advertisement</p>	<p>Communication</p> <ul style="list-style-type: none"> Read short simple texts, familiar signs and symbols in familiar environment. Locate and interpret relevant information in simple electronic, printed and visual texts <p>Learning</p> <ul style="list-style-type: none"> Use resources such as bilingual dictionaries and or personal vocab. sheets to learn <p>Self-management</p> <ul style="list-style-type: none"> Complete delegated tasks. Manage own learning resources. 	<p>Read Short, simple informational texts Element 3 PC3.1, 3.2, 3.3</p>	<ul style="list-style-type: none"> A limited range of content words, phrases and expressions relevant to immediate personal and social needs to read and compose short simple descriptive texts A limited range of simple adjectives and modifying devices A limited number of simple adverbial phrases A limited range of common high frequency tenses A limited range of phrasal verbs Simple modals Simple connectives The alphabet in upper and lower case Regular and irregular plural forms Structural features of short simple texts Reading skills to access simple bilingual dictionary and/or simple 	<ul style="list-style-type: none"> Audience and purpose, can include: <ul style="list-style-type: none"> Classmates Community Teacher Newsletter To give information in the form a flyer Short simple informational text may include: written on paper A description of a room for rent, house for rent, simple brochure/flyer/ poster Specific information main topic or ideas <ul style="list-style-type: none"> People involved Names places and locations Specific facts Linguistic items Key vocabulary items may include: 	<p>Use familiar conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> Read simple information texts related to familiar topics such as immediate social needs

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 Advice	Elements/performance criteria	Required skills and knowledge	Range statements	Evidence guide
<p>Task D</p> <p>Design an ad. for a dishwasher</p>	<p>Communication</p> <ul style="list-style-type: none"> Read short simple texts, familiar signs and symbols in familiar environment. Locate and interpret relevant information in simple electronic, printed and visual texts <p>Learning</p> <ul style="list-style-type: none"> Use resources such as bilingual dictionaries and or personal vocab. sheets to learn <p>Self-management</p> <ul style="list-style-type: none"> Complete delegated tasks. <p>Manage own learning resources</p>	<p>Write short simple informational texts 4.1, 4.2, 4.3, 4.4</p>	<ul style="list-style-type: none"> A limited range of content words, phrases and expressions relevant to immediate personal and social needs A limited range of simple adjectives and modifying devices A limited number of simple adverbial phrases A limited range of common high frequency tenses A limited range of phrasal verbs Simple modals Simple connectives The alphabet in upper and lower case Regular and irregular plural forms Structural features of short simple texts Basic structural features of informational texts Reading skills to access simple bilingual dictionary and/or simple English dictionary to check unfamiliar words 	<ul style="list-style-type: none"> Audience and purpose may include: <ul style="list-style-type: none"> Teacher Peers community Short simple informational text <ul style="list-style-type: none"> Online screen based or paper based texts A description of a room for rent, house for rent Simple brochure, poster flyer Plan writing <ul style="list-style-type: none"> Selecting information for appropriate content Selecting appropriate layout and format to meet audience needs Selecting graphic aids Planning structure of the written piece using linguistic features Check 	<p>Use familiar conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> Construct simple informational texts which include short sentences using formats as appropriate to need and context Review own written informational text for accuracy

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"> • Appropriate register in writing according to the audience and the purpose of the text • Writing conventions from left to right and top to bottom 	<ul style="list-style-type: none"> – Asking the teacher or support person – Asking another student to check – Asking a friend or family member to check – Review bilingual resources – Using work processing spell check 	
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Assessor Instructions

Instructions for the Assessor

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VU22594 Read and write short, simple instructional and informational texts

Element 1: Respond to short simple written directions or instructions

Setting up the assessment task

- Inform the students that you will be assessing their reading skills for this unit/element.
- This assessment will include some verbal questioning and instruction and some simple writing
- Prepare the students with similar activities and tasks prior to assessing
- 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
- Copies of the assessment task- How to use a washing machine- Task A
- Class dictionaries, personal dictionaries available for students to refer to

Conducting the assessment

Task A - Reading

1. All instructions should be given verbally and the assessor should explain that the purpose of the activity is to check that the student can understand simple instructions in a text
2. Tell the students what support is available to them: access to teacher/assessor, use of personal dictionaries, and their notes.
3. All students should have listened to a listening text about how to use a washing machine and be familiar with the vocabulary and process.
4. Hand out worksheet "How to use a Washing Machine". Ask student to read the instructions and then match to the pictures. Allow students to read ensuring a reasonable time is given for them to reread.
5. Reinforce task to students. 'Read the instructions and match'.
6. If a washing machine is available ask each learner to complete the task of putting on a load of washing. If not available Assessor to clarify and confirm actions through oral questioning.

You will be assessed for this Element by completing a reading task.

Task A Reading -How to use a washing machine

- Read through instructions on worksheet with the teacher.
- Match the instructions with the picture.
- Answer any questions the teacher may ask you about the instructions. For example; "What do you do first?" What should you do after putting the clothes in? Do you turn on the power at the start or at the end? What does open lid mean? Can you show me the action?

Ask the teacher if you are unsure of anything.

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Element 2 Write short simple instructional texts for immediate personal and social purposes

Setting up the assessment task

- Inform the students that you will be assessing their reading skills for this unit/element.
- This assessment will include some verbal questioning and instruction and some simple writing
- Prepare the students with similar activities and tasks prior to assessing
- 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
- Copies of the assessment task- How to use a washing machine- Task A and Task B
- Class dictionaries, personal dictionaries available for students to refer to

Task B- Writing

1. Read the instructions to the learners.
2. Ask learners to follow instructions and write.
3. In feedback section note whether the evidence is satisfactory or whether additional evidence is required.
4. Provide verbal feedback to the student on their performance.
5. Assessment to be kept in the student's file.

You will be assessed for this Element by completing a writing task.

Task B – Writing – How to use a dishwasher

- Read the task sheet.
- Check with the teacher if you have any questions.
- Write an instruction for each picture
- Write the instructions in order.
- Make sure you have used instruction verbs and sequence markers
- Check your work with the teacher
- Write your final copy
- Your work will be collected and placed in your file

Instructions for the Assessor

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VU22594 Read & Write short, simple instructional & informational texts

Element 3 Read short, simple informational texts

TASK C

Setting up the assessment task

Inform the students that you will be assessing their reading skills for this unit

- Prepare the students with similar activities and tasks prior to assessing
- The marking guide includes answers.
- 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
- Copies of the assessment task, both advertisement and worksheet
- Class dictionaries, personal dictionaries available for students to refer to

Conducting the assessment

1. All instructions should be given verbally and the assessor should explain that the purpose of the activity is to read and identify key aspects and vocabulary in an information text.
2. Tell the students what support is available to them: access to teacher, use of dictionaries
3. Hand out the reading text to the students to read, allowing a reasonable time for them to reread and check vocab in their personal lists or dictionaries

4. Hand out the accompanying worksheet to students reading the questions out as a class. Clarify any meanings. Assessor reads the instructions to the students explaining they are to answer the questions using the advertisement for the washing machine.
5. Provide verbal feedback to the student on their performance
6. Assessment to be collected and kept in the student's file

Student Instructions

VU22594 Element 3

TASK C

For this assessment you will need to read an appliance advertisement and answer some questions

- You will complete these activities in class.
- You may use dictionaries, class lists or notes to help you
- Read the flyer and check anything you are unsure of.
- Read the worksheet and check anything you are unclear of with the teacher
- Complete all questions on the worksheet
- Check your answers
- At the end of the assessment the assessor will collect your work and correct it. They will talk about your answers with you and then keep your work in a file.

Instructions for the Assessor

22484VIC Certificate 1 in EAL (Access)

VU22594 Read & write short, simple instructional & informational texts

Element 4 Write short simple informational texts

TASK D

Setting up the assessment task

- Inform the students that you will be assessing their writing skills for this unit
- Prepare the students with similar activities and tasks prior to assessing
- 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
- Copies of the assessment task
- Copies of appliance catalogues/house magazines/ dishwasher images from the internet
- Class dictionaries, personal dictionaries available for students to refer to

Conducting the assessment

1. All instructions should be given verbally and the assessor should explain that the purpose of the activity is to write an informational text- an advertisement for a dishwasher
2. Tell the students what support is available to them: access to teacher, use of dictionaries
3. Hand out the worksheets to the students to read, allowing a reasonable time for them to reread and check vocab in their personal lists or dictionaries
4. Ask students to find images for their writing (use catalogues, magazines or computer images supplied by the teacher)
5. Hand out the writing worksheet and ask students to write an informational text.
6. Students proofread their work before showing the teacher
7. Provide verbal feedback to the student on their performance
8. Students to write or type up their final copy
9. Assessment to be kept in the student's file the draft and the final copy

Student Instructions

VU22594 Element 4

TASK D

For this assessment, you will need to write an informational piece about a household appliance. You have 1 task:

1. Read the assessment task worksheet.
 2. Ask you teacher if you have any questions.
 3. Find images for your flyer. i.e. online, magazines, newspapers, catalogues
 4. Fill in the draft plan of your writing.
 5. Check writing and make revisions as needed.
 - check spelling, tenses, punctuation
 - read your work out loud or to someone to see if you have left anything out or if it makes sense.
 6. Produce a final draft – make sure your writing can be understood or you may type up on the computer
- You will complete these activities in class.
 - You may use dictionaries, word lists and class notes
 - You may refer to models we have used in class

At the end of the assessment the assessor will collect your work and correct it. They will talk about your writing with you and then keep your work in your file





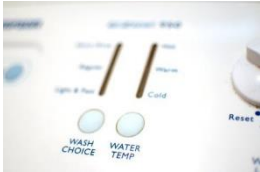



Assessment Tasks

Name

Date

Task A How to use a Washing Machine

1. Read the instructions. Match the instructions and the pictures. (The first one is done for you)

a.		Open the lid
b.		Put the clothes into the machine
c.		Switch on the power
d.		Turn on the water
e.		Close the lid
f.		Press the start button
g.		Choose the temperature
h.		Put some washing powder in the machine

2. Complete the answer

Question: How can these instructions help us?

Answer: They show us how to _____

3. Your teacher will ask you some questions about the text and write your answers below

Teacher Question	Student Answer
What is the 1 st thing you do?	
What should you do after putting the clothes in?	
What does "open the lid" mean. Can you demonstrate	
Do you turn on the power at the start or the end?	
On this machine you press the start button. Can you demonstrate.	
When do you add the washing powder?	

Feedback

Satisfactory More evidence required

Assessor's Signature: _____

Students Signature: _____

Name:

Date:

Task B – Writing instructions

Use the pictures below to help you write instructions on how to use a dishwasher

Who would you write these instructions for?

people who need to wash their clothes

people who need to wash their dishes

1.



2.



3.



4.



5.



6.



1. Draft :

Instructions:

How to use a _____

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

2. Check

- Check your spelling
- Check your punctuation
- Check the order of instructions
- Rewrite your instructions if necessary

3. Final Copy

Instructions:

How to use a _____

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Feedback

Satisfactory More evidence required

Assessor's Signature: _____

Students Signature: _____

Name

Date

Task C : Appliance Sale

Read the advertisement below and then answer the questions.



FINAL SALE

All washing machines must go!



- Brand new - 2019 stock
- Front loader 7.0 KG
- White or silver available
- Limited stock
- 2 year warrantee
- 3.5 star energy rating
- Slow and quick wash cycles

Only
\$699



For more information call: 974203366
Or drop into our shop: 276 Old Geelong Road, Hoppers Crossing.
Check out our website: www.goodguys.com.au

1. Who do you think might read this?
 - People who need a new washing machine
 - People who like sales
 - People who need a new dish washer

2. What is the purpose of this advertisement?
 - To try and make people go to the shop and buy a machine
 - To give people information about washing machines
 - To let you know the address of the shop

3. How long is the warrantee on this machine?
4. What is the phone number of the shop?
5. Is this a new or second-hand machine?
6. How much does the machine cost?
7. What colour machines can you buy?
8. Is this a top or front loader?

Feedback

Satisfactory More evidence required

Assessor's Signature: _____

Student's Signature: _____

Name:

Date:

Task D: Design an advertisement

Design your own advertisement for a dishwasher.

- Use the plan below to prepare your ideas.
- Get ideas from catalogues and junk mail.
- Cut out some images you could use.

Make sure you include:


- Name of the shop
- Address of the shop
- Phone number of the shop
- A picture of the dishwasher
- The price
- Information about the machine e.g. size, colour, energy rating,

Plan

Name of the shop
Address/ phone number/ website _____ _____ _____
Heading: _____
Picture <div style="border: 1px solid black; width: 300px; height: 50px; margin: 0 auto;"></div>
Information to include:

When you have finished check your work for spelling mistakes and grammar. Then think about your layout. Are you happy with it? Then discuss your work with your teacher. Prepare a good copy of your advertisement. This could be done on paper or on the computer.

Final copy

Name of the shop	
<hr/>	
Address/ phone number/ website	
<hr/>	
<hr/>	
<hr/>	
Heading:	
<hr/>	
Picture	
	
Information to include:	
<hr/>	
<hr/>	
<hr/>	
<hr/>	

Feedback	
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> More evidence required
Assessor's Signature:	Students Signature:

Marking Guide

Marking Guide **VU22594**

In order to complete the task for VU21488 Element 1 satisfactorily, the learner must have done the following.

Task A Reading How to use a washing machine

Match at least 6 out of the 8 instructions correctly.

1. Answers:

- a. Switch on power.
- b. Turn on water.
- c. Open the lid.
- d. Put the clothes into the washing machine.
- e. Choose the temperature.
- f. Put some washing powder in the machine.
- g. Close the lid.
- h. Press start button.

Question 2. There may be some variation but the main purpose must be stated orally or in writing.

i.e.

To wash clothes.

To use a washing machine.

To make clothes clean.

Question 3

Should be able to answer 3 of the 4 sequence questions correctly

Student should be able to demonstrate the actions press and open

Task B Writing instructions

In order to complete the task for VU21488 Element 2 satisfactorily, the learner must have done the following.

1. Student should be able to write a simple sentence for each picture.
2. Write instructions in correct format
3. Identify what the instructions are for and who would read them
4. Check their work
5. Complete a final copy

Note: There will be variation amongst learners. Learners writing should be judged on: legibility, order, suitable of conjunctions i.e. 'and' and sequence markers. i.e. First of all/ Then /After that / Finally or Last of all

Task C : Appliance Sale



THE GOOD GUYS
DISCOUNT WAREHOUSES

FINAL SALE

All washing machines must go!



**Only
\$699**

- Brand new - 2019 stock
- Front loader 7.0 KG
- White or silver available
- Limited stock
- 2 year warrantee
- 3.5 star energy rating
- Slow and quick wash cycles



For more information call: 974203366

Or drop into our shop: 276 Old Geelong Road, Hoppers Crossing.

Check out our website: www.goodguys.com.au

In order to complete the task for VU21488 Element 2 satisfactorily, the learner must have done the following:

Q1 and 2 must both be answered correctly

4 of the 6 questions relating to key information must be answered correctly (Q3-8)

1. Who do you think might read this?

People who need a new washing machine

People who like sales

People who need a new dish washer

2. What is the purpose of this advertisement?
- To try and make people go to the shop and buy a machine
 - To give people information about washing machines
 - To let you know the address of the shop
3. How long is the warrantee on this machine? **2 years**
4. What is the phone number of the shop? **974203366**
5. Is this a new or second-hand machine? **New**
6. How much does the machine cost? **\$699**
7. What colour machines can you buy? **White or silver**
8. Is this a top or front loader? **Front loader**

Marking Guide VU22594

Task D Design an advertisement

To be deemed competent in VU22594 the student needs to write an informational piece of writing that includes the following points. Evidence must include draft and final copy

Student name:	Task:
Date:	Create a sales advertisement for a dishwasher
Identified audience and purpose	
Plans writing Uses the draft plan format <i>At this level it would not be expected for these skills to be used correctly all the time. The main idea is to show emerging skills in this area</i>	
Convey information in clear short sentences For example: Grammar <ul style="list-style-type: none"> - Use of simple tenses - Use of connectives - Use of punctuation (full stop/question mark) - Use of plural forms - Use of pronouns <i>At this level errors would be expected The main idea is to show emerging skills in this area</i>	
Uses conventions of left to right, top to bottom when writing a piece	
Uses strategies to check and revise writing – dictionaries, editing tools (^)	
Writes legibly	
Feedback <input type="checkbox"/> Satisfactory <input type="checkbox"/> More evidence required Assessor's Signature: _____ Student's Signature: _____	