ESOL Skills for Life
Speaking and Listening
Entry Level 3
Assessor Pack and Candidate Paper

Assessment Code: ESOLSLE3AA/P

THIS PACK CONTAINS BOTH THE ASSESSOR PACK AND CANDIDATE PAPERS FOR THE THREE TASKS

PLEASE SEPARATE THE ASSESSOR PACK FROM THE CANDIDATE PAPERS BEFORE ASSESSMENT BEGINS

The first part of this pack contains the transcript for task 1, the mark schemes and marking guidance for the three tasks of the Speaking and Listening paper. Please remove this section before handing out Candidate Papers.

The second part of this pack contains Candidate Papers for the three Speaking and Listening tasks. These may be completed separately, or on one occasion, but must all be completed under supervised conditions.
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor Pack</td>
<td>3</td>
</tr>
<tr>
<td>Task 1 – Listening</td>
<td>5</td>
</tr>
<tr>
<td>Task 1 - Mark Scheme and Guidance</td>
<td>7</td>
</tr>
<tr>
<td>Task 2 - Individual Speaking Activity</td>
<td>9</td>
</tr>
<tr>
<td>Task 2 - Mark Scheme and Guidance</td>
<td>11</td>
</tr>
<tr>
<td>Task 3 - Discussion</td>
<td>12</td>
</tr>
<tr>
<td>Task 3 Mark Scheme and Guidance</td>
<td>14</td>
</tr>
<tr>
<td>Appendix 1: Adult ESOL core curriculum guidance</td>
<td>15</td>
</tr>
<tr>
<td>Candidate Paper</td>
<td>17</td>
</tr>
<tr>
<td>Task 1 – Listening</td>
<td>20</td>
</tr>
<tr>
<td>Task 2 - Individual Speaking Activity</td>
<td>23</td>
</tr>
<tr>
<td>Task 3 – Discussion</td>
<td>25</td>
</tr>
</tbody>
</table>
The following documents are included in this assessment pack:

- Guidance on the conduct of the assessment.

- Task 1
  - Introduction
  - Transcript
  - General marking guidance and assessment principles.
  - Mark schemes and guidance

- Tasks 2 and 3
  - Introduction
  - General marking guidance and assessment principles.
  - Mark schemes and guidance

- Appendix - Adult ESOL Core Curriculum guidance.

Assessment Code: ESOLSLE3AA/P
Guidance on the conduct of the assessment

- The tasks are designed to be completed during normal class time but must be taken under supervised conditions. This means that all tasks must be completed with the tutor/assessor, or other designated supervisor, present.

- Tutors must not teach to the actual assessment tasks, but candidates should be familiar with the format of each task and will have practised speaking and listening in a range of contexts appropriate to the level. By the time they are assessed, candidates should be aware of the skills that are being assessed and the success criteria.

- This assessment is composed of three tasks. Candidates must complete all three tasks. They may be done in any order.

- Centres wishing to contextualise the tasks should refer to the guidance in the specification.

- Candidates do not have to complete all the tasks in a single session, but they must complete them under supervision and are not permitted to take them away.

- Candidates should be briefed on the task/tasks to be completed. Task 1 focuses on listening skills and Tasks 2 and 3 on speaking and listening skills.

- Candidates should be encouraged to read the questions for Task 1 before the recording is played for the first time.

- Candidates may be assisted with aspects that are not being assessed (e.g. the assessor may tell the candidate what to do if they cannot read the written instructions adequately). Candidates may give their responses to the listening task verbally and the tutor/assessor may scribe the answer as these tasks assess listening and not writing. Tutors/assessors should also refer to the guidance on special arrangements and reasonable adjustments in the qualification specification.

- Candidates must be allowed to complete the tasks independently without any further support according to the guide time allowed.

- To achieve the speaking and listening unit candidates must achieve the pass mark for listening Task 1 and the combined pass mark for Tasks 2 and 3, as indicated below.
Task 1 – Listening

- Task 1 will focus on listening to and extracting key information from short spoken sources and demonstrating comprehension skills.
- You will be provided with a sound file of a recording. If centres are unable to access the sound file, they may record their own but the voice on the recording must not be that of the candidate’s tutor.
- Each extract will be played three times.
- Candidates should be encouraged to read the questions before the recordings are played.
- The time allowed for this assessment is 30 minutes.

Transcript

You hear this announcement on the train. You will hear it three times.

Read questions 1 to 5

Welcome on board this Eastern train service to London Kings Cross. Please read our safety notices which are at each end of every carriage. In an emergency, press the alarm button or speak to the train manager. Our first stop at York will be at 1015. We will arrive at our final destination of London Kings Cross at 1240. There is a café on board the train today. The café can be found in Coach D, selling a range of hot and cold drinks, sandwiches, crisps and snacks. We hope you enjoy your journey today.

Note down the answers to the questions.

Read questions 6 – 12

You hear this radio advertisement for a music festival.

Music Live is back in London from the 5th to the 8th of July. This amazing festival has something for everyone including pop, rock, country and indie. A surprise guest will open the festival and the weekend will be closed by a fantastic new band, Five Alive. Book by 31st May to receive some great special offers. You will get the special price of just £80 per person. You will also get free food vouchers and access to the whole festival. For more information, call Jim on 01122 321626 or book tickets on the website www.musiclive.coz.

Answer the questions to help you decide if you want to go. You do not need to write in full sentences.

End of Transcript
Task 1 General marking guidance and assessment principles

- Assessors should mark according to the mark scheme.
- Assessors should apply the mark schemes positively. Candidates must be rewarded for what they have shown they can do.
- Assessors should always award full marks if these are deserved, i.e. if the answer matches the mark scheme. Half marks may not be awarded.
- If a response is not worthy of credit it should be awarded 0.
- Where assessors are required to make a judgement, for example in short answer questions, examples will be provided of possible answers that may be credited.
- Responses that are correct but written outside the box must be credited.
- Candidates will not be penalised for incorrect spelling as long as meaning is clear.

Task 1 Learner Instructions

- Use a pen.
- You have 30 minutes to complete Task 1.
- You will have 10 – 25 minutes to complete Task 2, and 10 – 25 minutes to complete Task 3.
- Some questions must be answered with one tick in a box. If you change your mind about an answer, put a line through the box and then mark your new answer with a tick.

Information

- Task 1 has 15 marks. The total mark for this paper is 37.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.
Task 1 - Mark Scheme and Guidance

Questions 1 - 5

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct Answer</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>London (Kings Cross)</td>
<td>1 mark</td>
</tr>
<tr>
<td>2.</td>
<td>Safety notices</td>
<td>1 mark</td>
</tr>
<tr>
<td>3.</td>
<td>Speak to train manager, Press the alarm button</td>
<td>1 mark, 1 mark</td>
</tr>
<tr>
<td>4.</td>
<td>1015</td>
<td>1 mark</td>
</tr>
<tr>
<td>5.</td>
<td>Accept two of: • Crisps • Snacks • Sandwiches</td>
<td>2 marks</td>
</tr>
</tbody>
</table>

Total Marks Available | 7 marks

Questions 6 - 10

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct Answer</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>London</td>
<td>1 mark</td>
</tr>
<tr>
<td>7.</td>
<td>Accept two from: • Rock • Pop • Country • Indie</td>
<td>2 marks</td>
</tr>
<tr>
<td>8.</td>
<td>5 July</td>
<td>2 marks</td>
</tr>
<tr>
<td>9.</td>
<td>Surprise guest (accept don’t yet know)</td>
<td>1 mark</td>
</tr>
<tr>
<td>10.</td>
<td>Jim</td>
<td>2 marks</td>
</tr>
</tbody>
</table>

Total Marks Available | 8 marks

Total Marks Available for Task 1 | 15 marks
Pass mark for Task 1 | 10 marks
Tasks 2 and 3 – Speaking and Listening

- For Tasks 2 and 3 candidates will be given preparation time of five minutes per task on the day of the test. They may make short notes. These should be in the form of bullet points and must not include full sentences. Candidates may take the notes into the test with them and the notes must be handed to the tutor at the end of the assessment. The notes must be stored with all other candidate work for review by internal quality assurance staff and by Gateway Qualifications external assessors.

- When carrying out assessment work with candidates working in pairs or groups, assessors must ensure that they assess individual performance. Candidates should announce their name before speaking for the first time for ease of identification. There may be occasions when the weaker performance of other candidates within a group may adversely affect another candidate’s ability to meet the assessment criteria. If this is the case, the assessor will need to intervene to ensure fairness of assessment opportunity. Assessors should also ensure that where candidates need to ask questions or respond to questions all candidates get similar opportunities whatever the size of the group.

- A sample of assessments of Tasks 2 and 3 must be audio recorded, please refer to the ESOL handbook for details. On the recording, each activity must be preceded by the following:
  
  - name of the candidate(s)
  - candidate ID
  - name of the assessor
  - level of assessment
  - number of task
  - topic (where appropriate)
  - date task undertaken
Task 2 - Individual Speaking Activity

- The approximate duration of the task will be between 10-25 minutes depending upon the number of candidates being assessed. It should not be more than 5 minutes per candidate.

- Candidates will complete this task in a small group with between two to five people.

- Each candidate has five minutes to prepare on their own before talking.

- Candidates will take it in turns to be assessed with approximately five minutes allowed for each candidate.

- The tutor should monitor the interchange to help ensure that the candidate being assessed is not unfairly penalised by the performance of other candidates and should intervene if necessary to ensure fairness of assessment opportunity.

- You should give the candidates being assessed the candidate instructions.

- During the preparation time candidates may make brief notes using the space provided on the candidate card. These must not be in full sentences.

- They must give the instructions with the notes to the tutor after completing the task.
Task 2 - Individual Speaking Activity

You will complete this task in a small group with between two and five people.

Topic:

You are at a group interview for a college course. This may be an English course or could be for another subject.

- Introduce yourself and give two details about yourself, e.g. family situation, where you live, interests.
- Say why you want to join the course.
- Say what you want to do when you finish the course.
- Say where you heard about the course.

Candidate Instructions:

- You have five minutes to prepare on your own before talking.
- You may make notes. These must not be in full sentences.
- You must give the notes to your tutor at the end of the assessment.
- You can use the space below to make notes.
## Task 2 - Mark Scheme and Guidance

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>2.1, 2.2, 2.3, 2.4, 4.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Scheme</td>
<td>Each candidate must be assessed individually.</td>
</tr>
</tbody>
</table>

**Communication (2 marks for each bullet point of information included on the candidate card maximum 8 marks)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate communicates task fully using appropriate vocabulary and expressions at Entry 3, including simple comparison and different tenses appropriately.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Candidate communicates task with some omission or use of wrong tense but has sufficient vocabulary and expressions to make them self understood. Tutor may need to ask for clarification or to prompt.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Candidate communicates no relevant information.</td>
<td>0 mark</td>
</tr>
</tbody>
</table>

**Pronunciation and intonation (maximum 2 marks for the whole task)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate uses stress and intonation to make speech comprehensible and meaning understood.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Candidate articulates most sounds recognisably with some appropriate stress and intonation. Communication is not impaired.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Sounds are insufficiently English for communication to be achieved.</td>
<td>0 mark</td>
</tr>
</tbody>
</table>

**Grammar (maximum 2 marks for the whole task)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements and questions are sufficiently grammatically accurate to be understood at Entry 3.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Some grammatical errors occur that at times impede communication.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Grammatical errors are such that communication is not achieved.</td>
<td>0 mark</td>
</tr>
</tbody>
</table>

**Total Marks Available**

| 12 marks |
Task 3 - Discussion

- Candidates will take part in a discussion with one or more people (up to five) about a topic selected by the tutor.

- The task will take between 10-25 minutes depending upon the number of candidates being assessed.

- Each candidate has five minutes to prepare on their own before talking.

- You should give the candidates being assessed the candidate instructions. You will allocate a suggestion to each candidate being assessed.

- Candidates may make notes. These must not be in full sentences. They must hand in their notes when they have completed the task.

- Assessors should ensure that regardless of the number in the group candidates should ask at least 2 questions and respond to other members of the group on more than one occasion.
Task 3 - Discussion

Topic and Candidate Instructions:

Your class is discussing how to spend some money which was raised by people in the local community. The money must be used to set up new facilities for local teenagers. You need to agree on the type of facility to set up.

Some ideas are:

- a sports centre
- a youth centre
- a skate park
- a cycle track

Your tutor will select one of the ideas for each member of the group. You have five minutes to prepare to speak about your idea on your own. You may make notes. These must not be in full sentences. You must give the notes to the tutor at the end of the assessment.

- First say which idea you support and give at least two reasons why.
- Give at least one example of how you think teenagers may use the facility.
- Ask questions of others. (at least 2)
- Listen to the contributions of others and respond politely.
- Remember to take turns and interrupt politely.

You have between 10-25 minutes depending upon the size of the group and by the end of the discussion you must all agree what you are going to do.
## Task 3 Mark Scheme and Guidance

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Mark Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 4.4</td>
<td>Each candidate must be assessed individually.</td>
</tr>
</tbody>
</table>

### Communication

- Candidate communicates information and simple opinions in discussion using appropriate vocabulary and expressions at Entry 3. **2 marks**
- Candidate has sufficient vocabulary and expressions to be understood and to communicate some information and opinion in discussion. Tutor may need to ask for clarification or to prompt. **1 mark**
- Candidate communicates little or no relevant information. **0 mark**

### Discussion

- Candidate follows the gist and understands the main points of the discussion. Maintains their role in the discussion. May request clarification or repetition. **2 marks**
- Candidate follows the gist and some main points. Maintains their role in the discussion most of the time. May need help from the tutor. **1 mark**
- Candidate is unable to follow or maintain role in the discussion. **0 mark**

### Response

- Candidate responds appropriately to the contributions of others in discussion. May offer simple advice or suggestion as appropriate. **2 marks**
- Candidate understands the contributions of others in discussion and responds some of the time. May need help from the tutor. **1 mark**
- Candidate does not always understand contributions of others and is unable to respond. **0 mark**

### Pronunciation and intonation

- Candidate articulates sounds of English using stress and intonation to make meaning clear. **2 marks**
- Candidate articulates most sounds recognisably with some appropriate stress and intonation. Communication is not impaired. **1 mark**
- Sounds are insufficiently English for communication to be achieved. **0 mark**

### Accuracy

- Statements and questions are sufficiently grammatically accurate to be understood at Entry 3. **2 marks**
- Some grammatical errors occur that at times impede communication. **1 mark**
- Grammatical errors are such that communication is not achieved. **0 mark**

**Total Marks Available** | **10 marks**

**Total Marks Available for Task 2 and 3** | **22 marks**

**Pass mark for tasks 2 and 3** | **14 marks**
Appendix 1: Adult ESOL core curriculum guidance

<table>
<thead>
<tr>
<th>Simple, compound and complex sentences</th>
<th>Entry 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• variations in word order</td>
<td></td>
</tr>
<tr>
<td>• word order in complex sentences</td>
<td></td>
</tr>
<tr>
<td>• <em>there has/have been</em></td>
<td></td>
</tr>
<tr>
<td>• <em>there will be/there was going to be</em></td>
<td></td>
</tr>
<tr>
<td>• complex sentences with one subordinate clause of either time, reason, result, condition or concession</td>
<td></td>
</tr>
<tr>
<td>• defining relative clauses using <em>who, which, that</em></td>
<td></td>
</tr>
<tr>
<td>• a range of verbs + <em>-ing</em> form</td>
<td></td>
</tr>
<tr>
<td>• verbs + infinitive, with and without <em>to</em></td>
<td></td>
</tr>
<tr>
<td>• infinitive to express purpose</td>
<td></td>
</tr>
<tr>
<td>• simple reported statements</td>
<td></td>
</tr>
<tr>
<td>• a wide range of <em>wh</em>-questions</td>
<td></td>
</tr>
<tr>
<td>• simple embedded questions</td>
<td></td>
</tr>
<tr>
<td>• question words including <em>whose</em></td>
<td></td>
</tr>
<tr>
<td>• statements with question tags using Entry 3 tenses</td>
<td></td>
</tr>
</tbody>
</table>

### Noun phrase

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• noun phrases with pre- and post-modification</td>
<td></td>
</tr>
<tr>
<td>• a range of determiners</td>
<td></td>
</tr>
<tr>
<td>• use of articles including: definite article with post</td>
<td></td>
</tr>
<tr>
<td>• modification; use of indefinite article to indicate an example of a class; use of indefinite articles in definitions</td>
<td></td>
</tr>
</tbody>
</table>

### Verb forms and time markers in statements, interrogatives, negatives and short forms

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• no present perfect with: <em>since/for; ever/never; yet/already</em></td>
<td></td>
</tr>
<tr>
<td>• <em>used to</em> for regular actions in the past</td>
<td></td>
</tr>
<tr>
<td>• past continuous</td>
<td></td>
</tr>
<tr>
<td>• future simple verb forms</td>
<td></td>
</tr>
<tr>
<td>• modals and forms with similar meaning: positive and negative, e.g. <em>you should/shouldn’t</em> to express obligation; <em>might, may, will probably</em></td>
<td></td>
</tr>
<tr>
<td>• to express possibility and probability in the future; <em>would/should</em></td>
<td></td>
</tr>
<tr>
<td>• for advice; <em>need to</em> for obligation; <em>will definitely</em></td>
<td></td>
</tr>
<tr>
<td>• to express certainty in the future; <em>May I?</em></td>
<td></td>
</tr>
<tr>
<td>• asking for permission; <em>I’d rather</em> stating reference</td>
<td></td>
</tr>
<tr>
<td>• common phrasal verbs and position of object pronouns</td>
<td></td>
</tr>
</tbody>
</table>

### Adjectives

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• comparative and superlative adjectives</td>
<td></td>
</tr>
<tr>
<td>• comparative structures</td>
<td></td>
</tr>
</tbody>
</table>

### Adverbs and prepositional phrases

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• wide range of adverbial uses, e.g. to express possibility and un/certainty – possibly, perhaps, definitely</td>
<td></td>
</tr>
<tr>
<td>• more complex adverbial phrases of time, place, frequency, manner</td>
<td></td>
</tr>
<tr>
<td>• a range of intensifiers, including <em>too, enough</em></td>
<td></td>
</tr>
</tbody>
</table>

### Discourse

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• markers to indicate: addition, sequence, contrast</td>
<td></td>
</tr>
<tr>
<td>• markers to structure spoken discourse</td>
<td></td>
</tr>
<tr>
<td>• use of ellipsis in informal situations</td>
<td></td>
</tr>
<tr>
<td>• use of vague language</td>
<td></td>
</tr>
</tbody>
</table>
Candidate name: ______________________________________________
Gateway Qualifications registration number: ___________________ DOB: ____________
Centre name: _________________________________________________
Date & time of assessment: _____________________________________
Number of tasks: 3

Fill in your name, date of birth and registration number in the box above.

<table>
<thead>
<tr>
<th>Task 1 Pass Mark</th>
<th>Task 1 Marks</th>
<th>Task 2 Marks</th>
<th>Task 2 &amp; 3 Pass Mark</th>
<th>Task 3 Marks</th>
<th>Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/15</td>
<td></td>
<td></td>
<td>14/22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tutor signature: ______________________________ Date: _______________
Internal Quality Assurer signature: __________________ Date: ___________
External Quality Assurer signature: __________________ Date: ___________
Task 1 Learner Instructions

• Use a pen.

• You have 30 minutes to complete Task 1.

• You will have 10 – 25 minutes to complete Task 2, and 10 – 25 minutes to complete Task 3.

• Some questions must be answered with one tick ✓ in a box. If you change your mind about an answer, put a line through the box ✓ and then mark your new answer with a tick ✓.

Information

• Task 1 has 15 marks. The total mark for this paper is 37.

Advice

• Read each question carefully before you start to answer it.

• Try to answer every question.

• Check your answers if you have time at the end.
Task 1 – Listening

Read questions 1 to 5.

Read the questions.

Listen to the recording.

You hear this announcement on a train. You will hear it three times.

Now answer the questions.

1. Where is the train going to?

2. What must you read?

3. What two things can you do if there is an emergency?

4. What time do you arrive in York?

5. The café sells drinks. Name two other items sold in the café.
Questions 6 to 10.
Read the questions.
Listen to the radio advertisement about a music festival. You will hear it three times.
Now answer the questions.
6. Where will Music Live take place?

______________________________________________________________

7. List two types of music at the festival:

______________________________________________________________

______________________________________________________________

8. On which date does the festival start?

______________________________________________________________

9. Who will open the festival?

______________________________________________________________

10. Who can you contact for more information?

______________________________________________________________

Total Marks for Task 1: 15
Task 2 - Individual Speaking Activity

You will complete this task in a small group with between 2 and 5 people.

You are at a group interview for a college course. This could be an English course or could be for another subject.

- Introduce yourself and give two details about yourself, e.g. family situation, where you live, interests.
- Say why you want to join the course.
- Say what you want to do when you finish the course.
- Say where you heard about the course.

Candidate Instructions:

- You have five minutes to prepare on your own before talking.
- You may make notes. These must not be in full sentences.
- You must give the notes to your tutor at the end of the assessment.

You can use the space below to make notes:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Total Marks for Task 2: 12
Task 3 – Discussion

Topic and Candidate Instructions:

Your class is discussing how to spend money which was raised by people in the local community. The money must be used to set up new facilities for local teenagers. You need to agree on the type of facility to set up.

Some ideas are:
- a sports Centre
- a youth centre
- a skate park
- a cycle track

Your tutor will select one of the ideas for each member of the group. You have five minutes to prepare to speak about your idea on your own. You may make notes. These must not be in full sentences. You must give the notes to the tutor at the end of the assessment.

- First say which idea you support and give at least two reasons why.
- Give at least one example of how you think teenagers may use the facility.
- Ask questions of others. (at least 2)
- Listen to the contributions of others and respond politely.
- Remember to take turns and interrupt politely.

You have 10-25 minutes depending upon the number of people in the group and by the end of the discussion you must all agree what you are going to do.

You may make notes here:

________________________________________________________________________
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Total Marks for Task 3: 10
END OF ASSESSMENT