

**Entry Level Certificate in
English**

8912

Supervised Tasks

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Introduction

Supervised Tasks

This booklet contains the supervised tasks for use with students being examined for the Entry Level Certificate in English (formerly Certificate of Achievement in English). Each task contains teacher guidance and a student worksheet.

Students should complete three supervised tasks: one from the Media section; one from the Non-Fiction section; one from the Literature section. Although tasks are provided for fiction, drama and poetry, students are not required to complete a supervised task on all three sub-sections of literature.

Each supervised task should be completed under the teacher's supervision (see page 3 of specification for details)

Students can re-sit a supervised task if unsuccessful at the first attempt.

The supervised tasks should be assessed by the teacher according to the performance descriptors on pages 8-10 of the specification. Guidance has been provided for each supervised task on the aspects of the students' performance to consider in applying the descriptors. Once completed and assessed, the supervised tasks must be retained under secure conditions by the teacher.

Moderation

The moderation procedure is described on page 16 of the specification.

Each student's folder of supervised and coursework tasks must be retained by the teacher. A sample of the folders will be requested by a moderator in May.

SUPERVISED TASKS

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Supervised Media Task 1

For the Teacher:

Resources needed: A supply of holiday brochures
Student task sheets

Preparation

The tasks can be set at any appropriate time during the module.

Give the students their task sheet and explain the task to them. Teachers may wish to talk about a resort in a brochure as an example and give guidance on the types of features to look out for in a text.

Completing the task

- Students should be put into groups once the task has been set up and then encouraged to work without further assistance.
- Students should be made aware that you are in the role of assessor when listening to their group work and that their reading **and** their speaking and listening work is being assessed.
- When writing their travel brochure, students may use resources available to them in order to produce the most accurate and presentable work possible. Teachers must not mark or correct drafts, but can discuss work with students.
- Classroom management is at the teacher's discretion, but by the end of the module each student must have completed the three activities.
- The activities do not have to be completed in the order that they appear on the student task sheet; teachers may find it easier to have some students embarking on the writing task whilst they focus in on the group work of others.

Assessing

Teachers should listen to the students' discussion work in groups. Using the performance descriptors in the specification, they should award two marks: one out of 9 for Reading and one out of 9 for Speaking and Listening.

In order to apply the performance descriptors for **Speaking and Listening**, teachers should consider:

- clarity of expression
- level of contribution to group
- ability to listen to other group members and respond appropriately
- appropriateness of vocabulary.

In order to apply the performance descriptors for **Reading**, teachers should consider:

- ability to retrieve information from the brochure
- amount of information taken from brochure and understood
- ability to identify the persuasive techniques used
- ability to identify the intended audience.

In marking the holiday brochures written by the students, teachers should award a mark out of 9 using the performance descriptors for **Writing**. They should consider:

- quality and relevance of information
- appropriateness of language
- layout and style of brochure
- accuracy of presentation, including punctuation and spelling
- handwriting.

The 3 marks out of 9 should be totalled to give a mark out of 27.

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Supervised Media Task 1

For the Student:

As part of your work on Media, you have to complete a supervised task. This task will be marked by your teacher and will count towards your Entry Level Certificate in English.

Parts 1 and 2: Reading and Speaking and Listening

Read through the holiday brochures you have been given and select a resort which looks interesting and about which there is plenty of detail. Read about the resort and make notes on as much information as you can so that you can tell others about the resort.

Give a speech to a small group about the resort you have chosen. In your speech tell them about:

- the weather
- the leisure facilities in the resort
- the countryside or seaside
- the entertainment available
- the shopping facilities
- places to visit
- type of accommodation available
- the sort of people you think would like this resort.

After each person in the group has given their speech, compare your holiday brochures and discuss the following:

- How the brochures have been set out to make them look attractive
- How the brochures have been set out so that a reader can find information
- The ways in which the brochures try to persuade the reader to buy a holiday
- The type of person each brochure is aimed at.

Part 3: Writing

Write and design your own holiday brochure for:

Either:

a place you know well

Or:

an imaginary holiday location

Your brochure should include details about the resort, its facilities, places to visit and the climate. Plan the layout and design carefully so that your brochure is convincing and do not forget to use pictures as well as written text.

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Supervised Media Task 2

For the Teacher:

Resources needed:

- A videotape containing a selection of TV advertisements
- Advertisements collected from magazines – the students can be asked to supply these.
- The English and Media Centre *Media Pack* is very useful

Preparation:

The tasks can be set at any time during the module, though the Speaking and Listening Task will be most appropriate if completed as a concluding activity.

Give the students their task sheets and explain the task to them. Teachers will wish to talk generally about advertising and how adverts persuade us to buy the products but should allow the students do develop their own ideas and opinions.

Completing the task:

- Students should be put into groups of three or four once the task has been introduced and encouraged to work without further assistance.
- Students should be made aware that you are in the role of assessor when listening to their group work and that their use of printed material (Reading) and their Speaking and Listening work are being assessed.
- When producing their adverts, and writing about them, students may use resources available to them in order to produce the most accurate and presentable work possible. Teachers must not mark or correct drafts but may discuss the work in progress with the students.
- Classroom management is at the discretion of the teacher, but, by the end of the module, each student must have completed each of the activities.

Assessing:

Teachers should listen to the students' discussion work both as a whole class and in their groups. Using the performance descriptors in the specification, they should award two marks, each out of 9: one for **Reading** and one for **Speaking and Listening**.

When assessing **Speaking and Listening**, teachers should consider:

- clarity of expression
- level of contribution to the group
- ability to listen to other members of the group and respond appropriately
- appropriateness of vocabulary.

When assessing **Reading**, teachers should consider:

- ability to use inference and sub-text
- ability to identify the persuasive language and techniques used
- ability to identify the intended consumer section of the public.

When assessing **Writing**, teachers should consider:

- clarity of explanation about the ideas behind the advert
- appropriateness of language
- accuracy of writing, including handwriting, spelling and punctuation.

The 3 marks out of 9 should be totalled to give a mark out of 27.

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Supervised Media Task 2

For the Student:

As part of your work on Media, you have to complete a supervised task. This task will be marked by your teacher and will count towards your Entry Level Certificate in English.

Part 1 and 2: Speaking and Listening and Reading

Your teacher will show you a videotape of adverts collected from television. S/he will lead a discussion on the ways in which advertisers encourage you to buy their products and how certain groups are targeted – e.g. Levis jeans and Coca-Cola for teenagers; computers for people in business etc. Try to join in. Next, you will be put in to groups of three or four. From now on you will be expected to work without your teacher's help, though s/he may join in your discussion.

On your table should be a pile of adverts cut out of paper and magazines. As a group, talk about the adverts. Look at the words which are used to describe each item as well as the pictures that have been used.

- Discuss within your group why the particular words and pictures have been used to advertise this particular item.
- As a group, try to decide the type of person that each advert is aimed at. Try to give reasons for your decisions.

Part 3: Writing

Imagine that you work for an advertising company. Design a new advert, including a slogan and any extra wording necessary, for one of the products you have been studying – or you could invent a new product entirely. When you have produced your advert, write an account for the advertising company explaining the reasons behind your design. You should talk about the following:

- who your advert is aimed at
- why you chose your slogan
- the design you have used, including the colours
- why you think your advert will be successful in helping to sell the product.

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Supervised Non-fiction Task 1

For the Teacher:

Resources needed: A wide selection of books and leaflets on topical issues and hobbies

Preparation

The tasks can be set at any appropriate time during the module.

Teachers will need to have available reference materials suitable for the task.

Give the students their task sheet and explain the task to them.

Completing the Task

- When completing the research, teachers must encourage students to work as independently as possible. Teachers may help students locate sources of information, but students must retrieve the factual detail themselves.
- When writing their own project, students may use resources available to them in order to produce the most accurate and presentable work possible. Teachers must not mark or correct drafts, but can discuss work with students.
- Classroom management is at the teacher's discretion, but by the end of the module each student must have completed three activities.
- Once the task has been explained, it is not necessary to have all students completing the same part of the module at the same time. Teachers may wish to have students working on speeches whilst some students produce their projects.
- Speeches should be given to the whole class. There is no time limit for the speech, but teachers may advise students as to what is an appropriate and achievable length.

Assessing

When assessing **Speaking and Listening**, teachers should consider the student's ability to:

- convey information in a clear and organised manner
- talk in detail
- speak with interest and be aware of the audience and purpose.

When assessing **Reading**, teachers should consider the student's ability to:

- read texts with accuracy and fluency
- retrieve information from a variety of sources
- understand and assimilate retrieved information.

In marking mini-projects, teachers should award a mark out of 9 using the performance descriptors for Writing. They should consider:

- level of detail
- ability to express and convey meaning
- ability to write accurately and in an organised way.

The 3 marks out of 9 should be totalled to give a mark out of 27.

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Supervised Non-fiction Task 1

For the Student:

As part of your work on non-fiction, you have to complete a supervised task. This task will be marked by your teacher and will count towards your Entry Level Certificate in English.

Parts 1 and 2: Reading and Speaking and Listening

Look through the books and leaflets about topics, issues and hobbies and pick one that interests you. Read through the book or leaflet and make notes, researching as much information as you can.

Go to the library and find more information about your subject.

Give a speech to the class telling them all you can about your chosen topic. You will want to include facts and statistics as well as your opinions and thoughts on the subject. You can use visual aids in your speech. Your classmates will ask you questions at the end of the speech.

Part 3: Writing

Write and design your own mini-project on your topic. Your project should include details about your subject and you can use the information you found out and used to give your speech. Plan the layout and design carefully so that your project is organised and clear. You will have to:

- Design a cover page
- Write an introduction
- Divide your information up into sections
- Give each section a heading
- Make a contents page
- Use pictures and diagrams
- Write a glossary if necessary
- Use subheadings and labels when required.

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Supervised Non-fiction Task 2

For the Teacher:

Resources needed:

Extracts from autobiographies. Most accessible are Roald Dahl's 'Boy' and 'Going Solo' but any autobiographical work can be used.

Preparation:

The tasks can be set at any appropriate time during the module. Give students the task sheet and explain the tasks to them.

Completing the task:

- Teachers should encourage the students to work as independently as possible. Teachers may get them started on their ideas through talking to individuals but students should then produce the final work without assistance.
- When doing the written task, teachers may guide the students in their choice of task, depending on her/his knowledge of the students, but must not mark or correct drafts.
- Classroom management is at the discretion of the teacher, but by the end of the module each student must have completed all three activities.
- Talks must be given to the whole class. There is no time limit for the talk but teachers may advise students as to what is an appropriate and achievable length.

Assessing:

When assessing **Speaking and Listening**, teachers should consider the student's ability to:

- convey information in a clear and organised manner
- talk in detail
- speak with interest and be aware of the audience and purpose.

When assessing **Reading**, teachers should consider the student's ability to:

- read texts with accuracy and fluency
- understand and answer questions on what has been read.

When assessing **Writing**, teachers should award a mark out of 9 using the performance descriptors for Writing. They should consider:

- level of detail
- ability to express and convey meaning
- ability to write accurately and in an organised way.

The three marks out of 9 should be totalled to give a mark out of 27.

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Supervised Non-fiction Task 2

For the student:

As part of your work on non-fiction, you have to complete a supervised task. This task will be marked by your teacher and will count towards your Entry Level Certificate in English.

Part 1: Speaking and Listening

You will be asked to talk to your class about an incident that took place during your early childhood, something that has stuck in your memory. You should be prepared to answer questions from your teacher and the rest of your group in order to go into more detail.

Part 2: Reading

Your teacher will read to you extracts from autobiographies. You will be asked to prepare a short passage to read aloud to your teacher or to a small group of classmates and to answer your teacher's questions on what you have read.

Part 3: Writing

Either:

You have read an advertisement in a teenage magazine from an overseas student who wants a penfriend. Write a letter to this person, talking about yourself as you are now and also include as much detail as you can about your early life and upbringing.

Or:

Write a chapter from your own autobiography. If possible, include photographs or drawings – although these are not compulsory.

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Supervised Literature Task: Fiction (1)

For the Teacher:

Resources needed: A short story suitable for reading in a group by the students
Student task sheets.

Preparation

The tasks can be set at any appropriate time during the module. Teachers will need to select a short story suitable for the task. It will probably be useful for the teacher to divide the text up into sections, ready for the group reading. Give the students their task sheet and explain the task to them.

Completing the task

- Students should be put into groups once the task has been set up and then encouraged to work without further assistance.
- Students should be made aware that you are in the role of assessor when listening to their reading and, later, their discussion work.
- When answering the questions on the student task sheet, teachers must allow students to work independently.
- When writing their alternative ending, students may use resources available to them in order to produce the most accurate and presentable work possible. Teachers must not mark or correct drafts, but can discuss work with students.
- Classroom management is at the teacher's discretion, but by the end of the module each student must have completed the three activities.
- The activities in this module are sequential and must be completed in the order in which they appear on the student task sheet.

Assessing

Teachers should listen to the students read the story in groups and mark each student's answers to the questions in order to assess **Reading**. The answers may be oral or written. Using the performance descriptors in the specification, they should award a mark out of 9 for Reading. In order to apply the performance descriptors for Reading, teachers should consider the student's ability to:

- read out loud with accuracy and fluency
- identify key details in the narrative
- infer and deduce information from the story
- form opinions on the story and justify them.

Teachers should award a mark out of 9 for **Speaking and Listening** using the performance descriptors in the specification. When assessing Speaking and Listening, teachers should take into account both group discussion work and the presentation work. Teachers should consider:

- the level of participation in group work
- clarity of expression
- ability to listen to other group members and respond appropriately
- ability to form and justify opinions.
- appropriateness of expression.

Where the number of candidates entering for the Entry Level Certificate in English do not allow for group and class presentations, the arrangements can be adapted to replace the final group presentation with individual presentations.

In marking the alternative endings, teachers should award a mark out of 9 using the performance descriptors for **Writing**. They should consider:

- quality of ideas
- level of detail
- vocabulary and clarity of expression
- organisation of ideas and use of punctuation
- accuracy of spelling
- handwriting.

The 3 marks out of 9 should be totalled to give a mark out of 27.

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Supervised Literature Task: Fiction (1)

For the Student:

As part of your work on Fiction, you have to complete a supervised task. This task will be marked by your teacher and will count towards your Entry Level Certificate in English.

Part 1: Reading

In your group read the short story that the teacher has given to you. You should divide the story up into parts so that everyone has a piece to read. When you have finished, on your own, answer the following questions:

- What happens in the story?
- Where is the story set?
- What are the names of the main characters in the story?
- List three words to describe each of the main characters.
- What type of story do you think it is?
- Which was your favourite part of the story? Why?
- What is the theme of the story?

You will be assessed in your reading of the story and your answers to the questions.

Part 2: Speaking and Listening and Writing

In your group, talk about the ending of the story and the different things that could have happened.

On your own, write an alternative ending to the story. It could be one that you discussed in the group or it may be a different one. This piece of writing is going to be assessed for your Entry Level Certificate in English, so it is important that you:

- write clearly
- write in detail
- use your imagination
- pick your words carefully
- check your spelling and punctuation
- make it interesting and enjoyable to read.

Now go back to your group.

Read out your alternative ending to the group. When everyone in the group has read their alternative ending, decide which is the best one to read out to the rest of the class.

Prepare a group presentation about the story. Everyone must take part in the presentation. Your presentation should include:

- your opinions on the original story
- a reading of the alternative ending chosen by the group
- an explanation of why the group chose the alternative ending

You will be assessed for your speaking and listening work in the group and in your presentation.

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Supervised Literature Task: Fiction (2)

For the Teacher:

Resources needed:

- A novel or short story suitable for reading in a group by the students and teacher, which includes passages of dialogue (e.g. Buddy, Stone Cold, Of Mice and Men, Collision Course, Shane, The Outsiders, That was then, this is Now etc)
- Student task sheets.

Preparation

The task can be set at any time during the module, when a section that includes dialogue is reached. Read the section that has been chosen and give the students their task sheet and explain the task to them.

Completing the task

- Students should be put into pairs or small groups once the task has been set up and encouraged to work without further assistance.
- Students should be made aware that you are in the role of assessor when listening to their reading and discussion work.
- When producing their screenplay, the teacher should demonstrate how to write script and how to include directions for the camera and for the actors, but must then allow the students to work independently.
- When writing their scripts, students may use resources available to them in order to produce the most accurate and presentable work possible. Teachers must not mark or correct drafts, but can discuss work with the students.
- The activities in this module are sequential and will need to be completed in the order in which they appear on the student task sheet.

Assessing

Teachers should listen to the students in their groups reading the passage selected and should ask them question on what they have read in order to assess Reading. Using the descriptors in the specification, they should award a mark out of 9 for **Reading**. In order to apply the performance descriptors for Reading, teachers should consider the student's ability to:

- read out loud with accuracy and fluency
- identify key details in the narrative
- infer and deduce information from the story
- form opinions on the story and justify them.

Teachers should award a mark out of 9 for **Speaking and Listening** using the performance descriptors in the specification. When assessing Speaking and Listening, teachers should take into account the group discussion work.

Teachers should consider:

- the level of participation in group work
- clarity of expression
- ability to listen to other group members and respond appropriately
- ability to form and justify opinions
- appropriateness of expression.

In marking the screenplay, teachers should award a mark out of 9 using the performance descriptors for **Writing**. They should consider:

- accuracy of reproduction of the dialogue
- level of detail for direction to actors and camera shots
- attention to details of layout
- accuracy of spelling and punctuation
- handwriting.

The three marks out of 9 should be totalled to give a mark out of 27.

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Supervised Literature Task: Fiction (2)

For the Student:

As part of your work on Fiction, you will have to complete a supervised task. This task will be marked and will count towards your Entry Level Certificate in English.

Part 1: Reading

Your teacher will put you into pairs or small groups and select a passage from the book you are reading in which two or three characters are talking together. Practice reading the passage by dividing it up into parts so that everyone has a piece to read. When you are ready, read it to your teacher. You may like to take it in turns to read the words the characters say, as if you were reading a play. When you have read it to your teacher, s/he will ask you some questions on the passage. Try to take part in the questions as your teacher will be assessing you not only on how well you read your section of the passage but also on how well you took part in answering.

Speaking and Listening

Imagine that you work for a TV company and have been asked to produce a TV version of the book. Still in your group, discuss:

- what the characters in that section of the book would be wearing
- what the place they are in would look like and what sort of set would be required
- what sort of actors would be needed for the scene
- what type of lighting and camera shots would be required.

Writing:

Using ideas from your group discussion **but now working on your own** turn the section you read to your teacher – or part of it if it was a long piece depending on your teacher's instructions – into a screenplay. Your teacher will show you how to do it before you get started but you should:

- use the words that the characters use in the book
- include directions for the actors
- include directions for the cameraman
- start with a description or drawing of the set.

Here is an example to help you:

John and Simon are sitting on the floor of John's bedroom. It is a typical teenager's room with its walls covered in posters and the floor littered with CDs and tapes. John is leaning against the bed. Simon is cross-legged on the floor. Simon suddenly stands up.
Simon: I'm bored! Let's go out. (He turns to John expecting him to reply. John says nothing. Close up on John's face)

Entry Level Certificate in English Supervised Literature Task – Drama (1)

For the Teacher:

Resources needed: A class set of a drama script
Student task sheets.

Preparation

The tasks can be set at any appropriate time during the module.
Give the students their task sheet and explain the task to them. Teachers may wish to list characters suitable for the talk and give specific guidance on the format of the talk.

Completing the task

- Students should work as independently as possible once the task and any guidance has been given. Teachers need to decide if students are going to give their talks to the whole class or small groups.
- When writing the alternative scene, students may use resources available to them in order to produce the most accurate and presentable work possible. Teachers must not mark or correct drafts, but can discuss work with students.
- Classroom management is at the teacher's discretion, but by the end of the module each student must have completed the three activities.

Assessing

Teachers should listen to the student's speech and then award a mark out of 9 for Speaking and Listening using the performance descriptors in the specification. They should consider:

- amount of detail
- clarity and organisation
- vocabulary and expression.

Teachers should award a mark out of 9 for Reading using the answers given to the questions about the opening scene. In applying the performance descriptors, they should consider:

- fluency and accuracy of reading out loud
- evidence of ability to retrieve information and identify key details
- quality and length of response
- level of comprehension.

In marking the alternative scenes, teachers should award a mark out of 9 using the performance descriptors for Writing. They should consider:

- imaginative quality of content
- quality of expression and vocabulary
- accuracy of spelling and punctuation
- layout and presentation of script.

The three marks out of 9 should be totalled to give a mark out of 27.

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Supervised Literature Task – Drama (1)

For the Student:

As part of your work on Drama, you have to complete a supervised task. This task will be marked by your teacher and will count towards your Entry Level Certificate in English.

Part 1: Speaking and Listening

Talk to the class about your favourite character in the play.

In your talk tell the group about:

- what your character looks like
- your character's background (for example their job, family)
- what sort of person your character is
- things that happen in the play that show what sort of person they are
- why they are your favourite character
- whether you would like to be that character and why.

Part 2: Reading

Read the opening scene of the play and write down or tell your teacher the answer to the following questions.

- What are the names of the characters in the opening scene?
- Where is the play set?
- Does the play seem to be set in the present, past or future?
- What has happened so far?
- Who seems to be the most important character? Why?
- What do you think will happen next?

Part 3: Writing

Either:

Write the next scene of the play, introducing at least one new character.

Or:

Use the first two lines of the play and continue with your own ideas, writing a new first scene of a play.

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Supervised Literature Task: Drama (2)

For the Teacher:

Resources needed:

- A class set of the chosen drama text (this task is suitable for use with a Shakespeare text as well as with any other text) and, preferably, a video of the production.
- Optional: a writing framework.
- The student task sheets

Preparation

The tasks can be set at any appropriate time during the module. Give the students their task sheets and explain the task to them.

Completing the task

- Students should work as independently as possible once the task has been set and guidance given.
- When writing the diary or the letter, students may use resources available to them in order to produce the most accurate and presentable work possible. Teachers must not mark or correct drafts but may discuss the work with the students.
- Classroom management is at the teacher's discretion but by the end of the module each student must have completed the three activities.

Assessing

Teachers should award a mark out of 9 for **Speaking and Listening** using the performance descriptors in the specification. They should consider:

- amount of detail in the answers given
- clarity and organisation
- vocabulary and expression.

Teachers should award a mark out of 9 for **Reading** based on the reading and answers given to the questions. In applying the performance descriptors, they should consider:

- fluency and accuracy of reading out loud
- evidence of ability to retrieve information and identify key details
- quality of response
- level of comprehension.

In marking the diaries or letters, teachers should award a mark out of 9 using the performance descriptors for **Writing**. They should consider:

- quality of content
- quality of expression and vocabulary
- accuracy of spelling and punctuation
- layout and presentation.

The three marks should be totalled to give a mark out of 27.

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Supervised Literature Task: Drama (2)

For the Student:

As part of your work on Drama, you have to complete a supervised task. This task will be marked by your teacher and will count towards your Entry Level Certificate in English.

Part 1 and 2: Speaking and Listening and Reading

Your teacher will put you into pairs or groups. You will practise reading aloud – or acting out, if you wish – a short scene from the play that you are reading. When you are ready, you will be asked to show it to the rest of the class.

When you have done this, your teacher will ask you some questions about the scene. You may answer the questions orally or your teacher may ask you to write down the answers. The questions will be about what has been happening before this scene took place and who the various characters are. S/he will also ask you to say what you think will happen next.

Part 3: Writing

Your teacher will tell you which scene of the play you are to look at and you will be asked to read through it with her/him to make sure you understand it. You can ask your teacher any questions you wish at this stage.

Either:

Write a diary entry of the main character for the events of that day.

Or:

Write a letter from one of the characters in that scene to a friend or relative, explaining what has taken place and what you think will happen next.

You may discuss with your teacher what you are going to do before you start. Before you hand your work in, check it through carefully, making sure that you have written in enough detail and that you have been careful with spelling and punctuation.

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Supervised Literature Task: Poetry (1)

For the Teacher:

Resources needed: A wide selection of poetry anthologies
A specified selection of poems
Reference material on the selected poet(s) such as
Encyclopaedia CD-ROMs, autobiographies, and guides
to Literature
Student task sheets.

Preparation

The tasks can be set at any appropriate time during the module.

Teachers will need to have available poetry anthologies and reference materials suitable for the task. Give the students their task sheet and explain the task to them.

Completing the task

- When completing the research, teachers must encourage students to work as independently as possible. Teachers may help students locate sources of information, but students must retrieve the factual detail themselves.
- When writing their own poem, students may use resources available to them in order to produce the most accurate and presentable work possible. Teachers must not mark or correct drafts, but can discuss work with students.
- Classroom management is at the teacher's discretion, but by the end of the module each student must have completed the three activities.
- Once the task has been explained and the poem studied by the class, it is not necessary to have all students completing the same part of the task at the same time. Teachers may wish to have students working on different parts of the task to enable them to work with some students individually on the reading activities.

Assessing

Teachers should question the students about their research into their chosen poet's life and works and listen to the students read a poem of their choice in order to assess reading and speaking and listening. Using the performance descriptors in the specification, they should award two marks: one out of 9 for Speaking and Listening and one out of 9 for Reading.

When assessing Speaking and Listening, teachers should consider the student's ability to:

- convey information in a clear and organised manner
- answer questions
- adapt speech to purpose (poetry reading and discussion).

When assessing Reading, teachers should consider the students' ability to:

- read out loud with accuracy and fluency
- retrieve information from a variety of sources
- understand and assimilate retrieved information
- ability to express opinions.

In marking the mini poetry anthologies, teachers should award a mark out of 9 using the performance descriptors for Writing. They should consider:

- quality of ideas
- level of detail
- ability to structure non-chronological writing
- creative use of language
- presentation of the anthology.

The three marks out of 9 should be totalled to give a mark out of 27.

Entry Level Certificate in English

Supervised Literature Task: Poetry (1)

For the Student:

As part of your work on Poetry, you have to complete a supervised task. This task will be marked by your teacher and will count towards your Entry Level Certificate in English.

Parts 1 and 2: Speaking and Listening and Reading

Look through the poems the teacher has given you and find a poem that you like.

Practise reading the poem out loud. Get help with any difficult words.

Look at the name of the poet who wrote the poem you have selected. You are going to research this poet. You will need to find out:

- when s/he was born and when he died
- where s/he lived
- details of what s/he did during their life
- the titles of his most famous poems and/or stories.

When you have completed your research, read out the poem you selected. Talk to your teacher about everything that you have found out. Your teacher may ask you questions. This discussion with your teacher will be your Speaking and Listening and Reading assessments for this task.

Part 3: Writing

Create an anthology (a collection) of poems, which are all based on a theme, for example they all describe the weather or the seasons.

Browse through some poetry books and pick three poems about the theme you have chosen, which you like. Copy each poem out carefully (or a part of it, if it is a very long poem) remembering to include the title and name of the poet. After each poem write a commentary about it. Your commentary should explain:

- what the poem is about
- why you like the poem
- what is the mood of the poem (happy, sad, lonely, excited etc.).

Now write a poem of your own to describe the chosen theme. Try to describe the scene in detail. Copy it out and put it with the other poems in your anthology.

Make a cover for your anthology and on the cover, write out:

- a title for your anthology
- your name.

Your anthology is now complete and will be assessed by your teacher for the Writing part of the poetry task. Therefore, before you hand it in, check through it carefully making sure you have written clearly and in detail. Check your spelling and your punctuation too.

Entry Level Certificate in English

Supervised Literature Task: Poetry (2)

For the Teacher:

Resources needed:

- One or more narrative poems e.g. Flannan Isle, The Highwayman, The Lady of Shallot, The Ryme of the Ancient Mariner are all accessible.
- Student task sheets.

Preparation

The tasks should be set in the order in which they appear on the Student Task Sheet.

Completing the task

- The students should work in groups of 2 or 3 if possible to prepare the reading task.
- The teacher may wish to select one poem or choose to have the class working on different poems in their groups.
- The teacher may wish to do whole class discussion of the poem for the Speaking and Listening tasks but must ensure that each individual participates in order to reach an assessment.
- When completing the written task teachers must encourage the students to work as independently as possible. Teachers may discuss the work with the student but must allow them to make their own decisions about which sections of the poem to include. Teachers must not mark or correct drafts.
- Classroom management is at the discretion of the teacher but, as above, all students must complete the three tasks in the order that they are set on the Student Task Sheet.

Assessing

Teachers should listen to the student reading their pieces of poetry in order to assess Reading and be prepared to question the students to test their understanding of what they have read. It is important that all students participate in the question and answer session. Using the performance descriptors in the specification, they should award two marks: one out of 9 for Speaking and Listening and one out of 9 for Reading.

When assessing **Speaking and Listening**, teachers should consider the student's ability to:

- convey information in a clear and organised manner
- answer questions
- adapt speech to purpose (poetry reading and discussion)

When assessing **Reading**, teachers should consider the student's ability to:

- read out loud with accuracy and fluency
- read with appropriate pace and expression
- answer questions on what has been read
- choose relevant quotation
- choose events in the poem to illustrate.

In marking the telling of the story, the teacher should award a mark out of 9 using the performance descriptors for **Writing**. They should consider:

- ability to structure narrative
- presentation of the work.

The three marks out of 9 should be totalled to give a mark out of 27.

Entry Level Certificate in English

Supervised Literature Task: Poetry (2)

For the Student:

As part of your work on Poetry, you will have to complete a supervised task. This task will be marked by your teacher and will count towards your Entry Level Certificate in English.

Parts 1 and 2: Speaking and Listening and Reading

Your teacher will read you one or more narrative poems. (A narrative poem is one which tells a story). S/he will ask you to discuss what is read to show that you understand and are following the story. Try to take part.

You will be put into groups of 2 or 3. You are going to read the poem out loud to the rest of your class. You should spend some time re-reading the poem and dividing it up so that everyone has a part to read.

Now, in your group, practise reading the poem, making sure that you put expression into it so that it is interesting to listen to. When you are ready, you should present it to the rest of the class. Your teacher will ask you questions about the poem and everyone should answer at least one question. The reading and the question and answer session will be your Speaking and Listening and Reading assessment for this task.

Part 3: Reading

Your teacher will show you how to create a story board. You have to choose 6 or 8 events in the poem and draw a cartoon strip of these events. Under each picture, write a quotation from the poem that goes with your picture. (your teacher will not be assessing how well you can draw – matchstick figures are quite acceptable! – but on your choice of events, your choice of quotation and how carefully you copy them out.) Try to make your story board attractive and your writing interesting and effective.

Your work is now complete and will be assessed by your teacher for the Writing part of the poetry task. Before you hand it in check through it carefully, making sure you have written clearly and in detail. Check your spelling and punctuation too.