

Swapping with a classmate

This task set contains: Teacher instructions Answer key Tapescript Learner response sheet	Marking and feedback to learners When marking the learners' responses please adhere strictly to any answer key provided in the task set. As it is critical to keep all documents in the task set secure for future assessment purposes, please DO NOT hand out the answer key after marking or allow learners to keep their corrected response sheets when giving feedback.
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Learning Context

Insert information about how the students were prepared for the task; e.g., vocabulary instruction, discussions on the topic, grammatical preparation, practice similar skills or activities in other contexts.

Assessor instructions for administering the task

1. Cue the recording.
2. Hand out the answer sheet.
3. Explain to learners what they will have to do by using the Assessor script.

Assessor script:

This is an assessment task to demonstrate your understanding of a casual conversation. Write your name and the date on the answer sheet. [Give learners time to complete.] You will hear two students having a conversation. Listen to the conversation and answer the questions on your answer sheet. You can write your answers but if you want to give your answers verbally, raise your hand now. [Take learner aside to make arrangements for answering verbally.] You will hear the conversation 3 times. Your answers don't have to be complete sentences and they can contain errors in grammar or spelling, but your meaning must be clear. To achieve this learning outcome, you need to answer questions 1 and 3 and 9 correctly. You must also answer 3 questions correctly out of questions 2, 4, 5, 6, 7 and 8. You may use a dictionary, if you like. You now have 2 minutes to read the questions. [Wait 2 minutes.] You will now hear the conversation for the first time. Listen and write answers to the questions. [Play the recording.] You now have 30 seconds to check your answers. [Wait for 30 seconds and recue the recording during this time.] You will now hear the conversation for the second time. Listen and write your answers on the answer sheet. [Play the recording.] You now have 30 seconds to check your answers. [Wait for 30 seconds and recue the recording during this time.] You will now hear the recording for the third and final time. Listen and complete your answers. [Play the recording.] You now have 30 seconds to check and complete your answer sheet. [Wait 30 seconds.] Please put your pens down. I will now collect your answer sheets. [Collect all answer sheets.]

Conditions for assessment

1. Allow learners to use dictionaries.
2. The listening text will be played three times as per assessor script above.
3. The listening text is between 2 people, on the phone or face-to-face. It is on a familiar and relevant topic. It is on audio or video. It is spoken at average speed. It is at least 2 minutes in duration.
4. Learners are given questions before listening.
5. Responses may be spoken or written. If responses are to be spoken, assessor must record the responses on the learner's answer sheet.
6. Responses need not be grammatically correct or in sentence form, but errors must not interfere with meaning.
7. During the 2 minute reading time, assessor may paraphrase the questions on the answer sheet and clarify the vocabulary on the response sheet.
8. Learners may not ask for assistance with vocabulary or with writing responses during the assessment.

Transcript

Jared: Heyya, can I just have quick word about our group tutorial presentation? I have a favour to ask.

Lina: Just me? What about the other students in the group too? I can't make any promises.

J: Well, yes, really it mainly involves you.

L: How?

J: Well, I'm the person doing the actual presentation in the tutorial next week. But now I can't come to class on that day.

L: So?

J: You're the one preparing the Powerpoint slides before the tutorial, so I'm wondering whether we could swap jobs in the group presentation project. I would prepare the slides. You would turn up on the day and do the talking.

L: Oh, well I thought part of this group work thing was sticking to your commitments—being a reliable contributor. And what happens? Now you're wanting to suit yourself at the last minute. No, I'm not sure I can help you there. And I've got my own study plan I need to stick to... Anyway, what's so important that you have to make all this fuss?

J: Yes, I know it does look pretty slack. But this is something really important.

L: What?

J: My sister's arriving in Australia that day, flying in to Sydney. I haven't seen her for three years. Didn't even know where she was until a couple of months ago. That's where I need to be on that day, with her.

L: Oh, well ...

J: And listen, I'm not trying to get out of doing work for the presentation—just that I can do this other thing too. You're the only one I can ask because I know the others have already done their part. They've already emailed us the folder with their research and information in it.

L: Hmm.

J: And I'm hoping you haven't started on the Powerpoint yet. Then we can do a fair swap. Is that right? Have you started?

L: Well, actually, no, I haven't.

J: And just think: really, doing the presentation on the day involves less preparation time than doing the slides—what I'm asking will actually free up time in your study plan. You'll get more time for your study plan.

L: (Laughs) When you put it like that, it's an offer too good to refuse. And anyway, that's amazing news about your sister! I must have sounded really mean before, but yeah, I'll do it, for sure.

J: What a relief. Thanks.

L: No worries. Glad to be part of it.

Answer key

Note that sentences need not be grammatically correct or in sentence form, but errors must not interfere with meaning.

1. He wants to swap jobs in the group presentation project.
2. Stick to his commitments / be a reliable contributor.
3. She has her own study timetable she needs to stick to.
4. a) prepare Powerpoint slides.
b) give spoken presentation in the tutorial.
5. He's going to Sydney to meet his sister.
6. 3 years.
7. They've already done their part.
8. It would give her more study time
9. University students.

Name of learner _____ Date _____

Task Instructions: Listen to the recording and answer the questions. You will hear the conversation three times.

1. Why does Jared need to speak to Lina? _____

2. Lina is unwilling because she thinks in group work Jared should _____

3. What other thing is important for Lina when Jared asks his favour? _____

4. At the start of the spoken exchange,

a) Lina's role is to _____

b) Jared's role is to _____

5. Why can't Jared go to class on the day of the presentation? _____

6. How long is it since Jared has seen his sister? _____

7. Why can't Jared swap with any other group members? _____

8. What advantage does Jared suggest swapping would give Lina? _____

9. Tick the correct box to complete the sentence. Jared and Lina are

- IT workers.
- airline workers.
- a university student and a university lecturer.
- university students.

This is the end of the assessment task

For teachers/assessors only	
The learner:	Assessor ticks questions answered correctly and ticks outcomes achieved.
1.1 identifies the social context and topic of the exchange.	Qu. 1 <input type="checkbox"/> Qu. 9 <input type="checkbox"/> Both questions must be correct. 1.1 <input type="radio"/>
1.2 identifies what both speakers want to achieve.	Qu. 1 <input type="checkbox"/> Qu. 3 <input type="checkbox"/> 1.2 <input type="radio"/>
1.3 Identifies specific information both speakers give.	Qu. 2 <input type="checkbox"/> Qu. 4 <input type="checkbox"/> Qu. 5 <input type="checkbox"/> Qu. 6 <input type="checkbox"/> Qu. 7 <input type="checkbox"/> Qu. 8 <input type="checkbox"/> Three of these must be correct in order to demonstrate 1.3. 1.3 <input type="radio"/>

For teachers/assessors only	
Outcome of task	Date
Name and signature of assessor	
Name and signature of learner	