

Waiting

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 all questions correctly. 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 3 times as per assessor script above.
3. The listening text is approximately 2 minutes in duration. It has 2 speakers. It has at least 3 topics. It has familiar topics. It contains some idiomatic expressions and/or contractions.
4. The text is spoken at average speed.
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. During the 2 minute reading time, assessor may paraphrase the questions on the answer sheet and clarify the vocabulary on the response sheet.
7. Learners may not ask for assistance with vocabulary or with writing responses during the assessment.

Transcript

Lina: Hi Dan. How're you doing?

Dan: Well, if I didn't have an early lecture I wouldn't be standing here at the bus stop. I'd still be at home in the warm. Still, at least if I'm on campus I'll actually head to the library afterwards. I'll do some reading for my next assignment.

L: Hmm. Same here. When I'm at home I get distracted — there's always something else I can find to do. At least on campus you're there and you do it. And really, I like working in the library. You're surrounded by other people in the same boat, all reading and thinking and writing. Sometimes even talking of course.

D: Tell you what though, there's nothing wrong with the coffee shops either.

L: Oh I haven't got time for that. Have to rush off to work at two every day.

D: Oh yeah? That's a juggle. How's it going?

L: What, the work? Well it's not difficult. You don't have to think too much when you're a waitress, just turn up and be polite to the customers — no matter how fussy they are about their precious coffee. So in that way it's not bad. It's just pretty inconvenient when you've got enough other things going on.

D: Reckon. I'm lucky. I've moved to a cheaper rental place — it's near here, just around the corner there. A thirty dollars a week saving for me — sweet — and it means I can just about survive on the Austudy during term time, as long as I work and save hard over the long summer break.

L: Don't mention summer! It's so cold to be standing here so early! I dream of the warm sun, lovely bright mornings.

D: Got any plans for the summer break then?

L: Well, nothing firmly in place, but probably a short road trip up the coast with a few friends. A tent in the boot, not too much luggage, a few good books. That's what I'm hoping for, anyway.

D: Sounds great. I guess this'll be our last long break before we finish and graduate from being hardworking students to hardworking professionals! May as well make the most of it.

L: I'll do my best! How about you? What'll you do in the break?

D: Well, I will have to earn some money — as much as I can. And while I'm studying I'm not spending as much time with my family as we normally would, so that's what I'll be doing too. Family's pretty important in my culture — you know, being together, doing things. Ah, here's that bus at last...

Answer key

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

1. university
2. he has an early lecture
3. she gets distracted
4. the library and the coffee shops
5. she goes to work at 2pm every day
6. waitress
7. \$30
8. summer break
9. at a bus stop

Name of learner _____ Date _____

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

1. Tick the correct answer. What did Lina and Dan talk about first?

- Weather
- Jobs
- University
- Rent

2. Why is Dan out so early? _____

3. Why does Lina prefer not to study at home? _____

4. What are two places on campus Dan goes to? _____

5. Why does Lina not have time to go to coffee shops on campus? _____

6. What is Lina's job? _____

7. How much money is Dan saving each week in his new rental place? _____

8. Tick the correct answer. What is the last thing Lina and Dan talked about?

- Summer break
- Rent
- The library
- Austudy

9. Tick the correct answer. Lina and Dan are talking at

- the library.
- a coffee shop.
- the station.
- a bus stop.

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 situation/context in which conversation occurs.	Qu. 9 <input type="checkbox"/> 1.1 <input type="radio"/>
1.2 identifies the first topic in the conversation.	Qu. 1 <input type="checkbox"/> 1.2 <input type="radio"/>
1.3 identifies at least 1 other topic in the conversation.	Qu. 8 <input type="checkbox"/> 1.3 <input type="radio"/>
1.4 identifies specific information shared by speakers.	Qu. 2 <input type="checkbox"/> Qu. 3 <input type="checkbox"/> Qu. 4 <input type="checkbox"/> Qu. 5 <input type="checkbox"/> Qu. 6 <input type="checkbox"/> Qu. 7 <input type="checkbox"/> Four of these must be correct in order to demonstrate 1.4. 1.4 <input type="radio"/>

Outcome of task:	Date:
Name and signature of assessor:	
Name and signature of learner:	