



# Essential Skills

## Literacy Task



# GIANTS CAUSEWAY

L001

**Tutor Guide and Tutor Script (Entry 1–3)**

EXEMPLAR MATERIAL: THIS BOOKLET MAY BE PHOTOCOPIED

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## LITERACY CODES

The codes below are used for the activities within the Literacy tasks. A cross-referencing guide is provided on the final page of this booklet.

### ENTRY 1

<b>Code</b>	<b>Activity</b>
1A	Entry 1 Interview
1C	Entry 1 Reading and Writing
Note – Group Discussion (B) is not required at this level.	

### ENTRY 2

<b>Code</b>	<b>Activity</b>
2A	Entry 2 Interview
2B	Entry 2 Group Discussion
2Ci	Entry 2 Reading
2Cii	Entry 2 Writing

### ENTRY 3

<b>Code</b>	<b>Activity</b>
3A	Entry 3 Interview
3B	Entry 3 Group Discussion
3Ci	Entry 3 Reading
3Cii	Entry 3 Writing



## WHEN TO ASSESS

The tasks should be used to assist tutors make informed judgments about the achievements of adult students. They should only be administered when the student is ready and has covered all the required elements of the curriculum. Student readiness can be judged when they have demonstrated sufficient achievement in class so that in the judgment of the tutor they are likely to succeed at a task at an appropriate level. Tasks are not to be used as a whole class activity, but as and when individuals are ready.

In order to achieve the Entry Level Certificate in Essential Skills Adult Literacy, the student must be competent in all three skill areas as set out in the Core Curriculum, ie Speaking and Listening, Reading and Writing. The Certificate will not be awarded for achievement in only one or two of the skill areas.

Centres are encouraged to issue unit certificates to recognise and reward achievement in individual curriculum areas, ie Speaking and Listening, Reading and Writing. However, these unit certificates will not be part of the formal award that will be recognised by the regulatory authorities.

1. The **Task** consists of a variety of different types of activity designed to assess speaking, listening, reading and writing. It should be administered by the student's usual tutor.
2. The activities in the **Task** may be taken over three (or four) *sessions* as follows. The activities should be taken consecutively with no further teaching taking place between activities.

**Activity A:** One-to-one interview.

**Activity B:** Group discussion.

**Activity C: Part 1:** Reading.

**Part 2:** Writing.

**NOTE:** Parts 1 and 2 can be treated as a single session.

3. A student should only be entered for a Task when you judge them to be ready. The three activities within the task can be taken in any order, however, the teaching for that student should be suspended until all activities within the task have been completed.
4. The **Assessment Scheme** will enable you to create a profile of the student's achievements across the three skill areas and record the level the student has reached for each set of activities. (See Assessment Scheme).



**ACTIVITIES A: ONE-TO-ONE INTERVIEW**  
**Entry 1, 2 and 3: (1A, 2A and 3A)**  
**GENERAL INFORMATION**

The interviews are arranged in ascending level of difficulty:

<b>Activity 1A</b>	Corresponding to <b>Entry 1</b> of the Adult Literacy Core Curriculum	Allow approximately 8 minutes for this activity
<b>Activity 2A</b>	Corresponding to <b>Entry 2</b> of the Adult Literacy Core Curriculum	Allow approximately 8 minutes for this activity
<b>Activity 3A</b>	Corresponding to <b>Entry 3</b> of the Adult Literacy Core Curriculum	Allow approximately 8 minutes for this activity

1. **For this session you will need:**

- (i) The **Tutor Script** *included in this document*.
- (ii) The **Assessment Scheme**.
- (iii) **Pens/pencils** and paper which students can use to jot things down as needed.

2. **Introducing the topic to students in advance**

Students should be told **in advance** that there will be a one-to-one interview on the topic of **"Giant's Causeway"** and that it will last about 8 minutes. The *Tutor Script* opposite provides prompts for the interviews. The interview is used to assess reading and speaking and listening skills.

3. **Where to begin**

- **Read through Activities 1A, 2A and 3A** and decide which is the most appropriate level for each of your students. Where you have doubts, you may need to start a student at the lower level and work through two activities.
- **Fix a time and place for each interview.** It should be in a quiet place where you will not be interrupted. It may be useful to have either a desk or clipboard so that you can fill in the *Assessment Scheme* as you go.
- **Ensure that the student feels comfortable** and try to put her/him at ease.

4. **You are required to retain evidence arising from the assessment of speaking and listening. This evidence must be made available for external moderation.**



**ENTRY 1**  
**ACTIVITY 1A – INTERVIEW SCRIPT AND QUESTIONS**

**About the Script**

- The information below provides you with the wording you will need in order to introduce the subject of the interview to students and a detailed script for Activity A. Both the general introduction and the detailed script should be read twice.
- If a student has difficulty with a particular question, the question may be repeated or reworded.

**Script – General introduction**

*The topic we are going to talk about is a weekend trip to the Giants Causeway in County Antrim. You may already have been there and seen it for yourself. Well, I want you to imagine you are planning to take a trip there. You may be going on your own or with friends or family. I will be giving you various bits of information as we go along. Do you have any questions?*

**Script – The beaches in County Antrim**

*As you may know, many of the beaches in County Antrim are marvellous, and especially safe for children because the water is shallow and clear. If you like walking, there are also plenty of good cliff-top walks along the coast, but take good shoes if you plan to walk.*

*I am now going to ask you a number of questions about what I've just said, but first I'll repeat it. **(Repeat script above)***

*Now take your time before answering and try to make your answers as full as you can.*

**QUESTIONS** *Having listened to what I have just said:*

- 1A1 *Why are many County Antrim beaches a good place to take children?*
- 1A2 *What will you need before you go walking on the cliff paths?*
- 1A3 *So, remind me, how long is this trip you are planning to the Giants Causeway going to last and where in Ireland is the Giants Causeway?*
- 1A4 *Have you ever been to the beach? Where did you go? Tell me a bit about it.*



*It is quite usual to find notices on beaches warning people of dangers and other things. Here is a notice you might see about dogs on beaches (Show the student the notice below – Handout 1A).*



- 1A5 *Please read the notice out to me.*
- 1A6 *Show me which part of the notice is written **only** in upper case/capital letters.*
- 1A7 *What is the purpose of this notice? Why has it been put on the beach?*
- 1A8 *Are you allowed you take a dog on the beach in January? How do you know?*

**End of Activity 1A**



**ENTRY 2**  
**ACTIVITY 2A – INTERVIEW SCRIPT AND QUESTIONS**

**Script – General introduction**

*The topic we are going to talk about is a weekend trip to the Giants Causeway in County Antrim. You may already have been there and seen it for yourself. Well, I want you to imagine you are planning to take a trip there. You may be going on your own or with friends or family. I will be giving you various bits of information as we go along. Do you have any questions so far?*

**Script – How the Giants Causeway was formed**

*Scientists say that the Giants Causeway was formed from white-hot lava, inside the earth millions of years ago. The Causeway was once made of enormous columns but the sea has gradually worn them down so that today they are like giant stepping-stones. However, I think most people prefer to believe that the stones were formed by the giant, Finn MacCool, rather than by nature. There are some questions I would like you to answer about what I have told you. But first I will repeat what I have just said.*  
**(Repeat script)**

**QUESTIONS** *Having listened to what I have just told you:*

- 2A1 *Tell me how scientists say the Causeway was formed?*
- 2A2 *Why are the columns much smaller today than they used to be?*
- 2A3 *How do most people like to think the Causeway was formed?*
- 2A4 *Which version of the story do you personally prefer and why?*
- 2A5 *Here is another notice you might see at places like the Giants Causeway. (Show student – Handout 2A below.) Please read the notice out to me. One word is deliberately missing.*





2A6 Which of these words is missing in the last part of the notice?  
**(Show student box below – see bottom of Handout 2A).**

dead	died	death	deaths
------	------	-------	--------

2A7 What is the purpose of this notice?

2A8 When do you have to be especially careful on the rocks?

2A9 What word could you use to join the first two sentences together? **(Point out which two sentences if necessary)**

2A10 Tell me about notices like this one that you have come across yourself.

2A11 Why is “BEWARE” in upper case (CAPITAL LETTERS) with the punctuation mark after it?

**End of Activity 2A**





**ENTRY 3**  
**ACTIVITY 3A – INTERVIEW SCRIPT AND QUESTIONS**

**Script – General introduction**

*The topic we are going to talk about is a weekend trip to the Giants Causeway in County Antrim. You may already have been there and seen it for yourself. Well, I want you to imagine you are planning to take a trip there. You may be going on your own or with friends or family. I will be giving you various bits of information as we go along. Do you have any questions?*

**Script – Staying at the Giants Causeway**

*Part of your work on this topic will be concerned with arranging accommodation for your trip. If you stay in a hotel, guesthouse or self-catering accommodation, you will come across a notice something like this one. **(Show the “In Case of Fire” notice over page – Handout 3A).** It’s a legal requirement to provide guests with information about what to do in the event of a fire. Unfortunately, there is evidence that few people read such notices and every year a number of people die unnecessarily in hotel fires.*

*There’s quite a lot to remember there, so I’ll read it to you again.*

**(Repeat script)**

**QUESTIONS** *Having listened to what I have just said:*

- 3A1 *Would you please tell me the three main points of what I have just told you?*
- 3A2 *Do all hotels have to give guests information about what to do in case of fire? If so, why?*
- 3A3 *What did I say that suggested that deaths from fire could be reduced?*
- 3A4 *Now read this notice to yourself **(Show student notice on next page – Handout 3A.)** When you are ready, I will ask you a few questions about it.*

**IN CASE OF FIRE**

1. If you can, close windows and doors. This will help delay the spread of smoke. Inhaling smoke can kill.
2. If a door feels warm, don't open it.
3. Don't panic. Get everyone out of the hotel quickly.
4. Plan your escape route now! Don't wait for a fire.
5. Phone **999** and give full address of the fire.
6. Never go back to the scene of a fire until a fire officer says it is safe.



- 3A4 *What is the main purpose of the notice?*
- 3A5 *In order to improve this notice, which words would you put into capital letters?*
- 3A6 *How else might you draw attention to important parts of this notice?*
- 3A7 *According to the sign, what would you say was the key thing to do:*  
(a) *before a fire?*  
(b) *during a fire?*  
(c) *following a fire?*
- 3A8 *This notice was written for use in hotels. Where else might a sign like this be useful? Why do you think this?*
- 3A9 *What does the notice have to say about doors?*
- 3A10 *What is meant by "Inhaling smoke" in the first point?*
- 3A11 *What is meant by "full address" (point 5)?*

**End of Activity 3A**



**ENTRY 2 AND 3  
ACTIVITY B – GROUP DISCUSSION**

**This activity is targeted at:**

<b>A</b>	Students working at <b>Entry 3</b> of the Adult Literacy Core Curriculum
<b>B</b>	Students working at <b>Entry 2</b> of the Adult Literacy Core Curriculum

**NOTE:** Group discussions are not a requirement for Entry 1 students, so all assessments are based on criteria for those students at Entry 2 and 3.

**1. The aim of the group discussion**

You will, of course, have organised several group discussions prior to this one. On this occasion the discussion is being used to assess the student's ability to:

- listen and respond to others;
- speak to communicate information, feelings and opinions;
- engage in discussion, making relevant points and responding to what others say.

**2. Introducing the topic to students in advance**

Students should be told **in advance** that there will be a group discussion on the topic of **"Giants Causeway"** or **"Going on Holiday"** and that it will last about 20 minutes.

**3. For this activity you will need:**

- (i) The ***Tutor Script*** (which follows);
- (ii) The ***Assessment Scheme*** for recording answers.

**4. The group discussion itself**

- Limit the discussion group to **3–8 people**. Any larger will make assessment difficult and more time may be required, and/or a colleague may be needed to assist in the assessment.
- Either chair the discussion yourself or preferably ask a colleague (known to the students) to do so. The latter would leave you free to focus on assessment.

**5. You are required to retain evidence arising from the assessment of speaking and listening. This evidence must be made available for external moderation.**



**Tutor Script: Feel free to introduce the subject using your own words/script**

## 1. The topic – “GOING ON HOLIDAY”

Tell students **in advance** that there will be a group discussion on the topic of “Going on Holiday” and that it will last about 20 minutes. Tell them also that each person has to **say a few words** about her/his own experiences to start the session off. Use the suggested script below to introduce the group discussion.

### **Script to use IN ADVANCE of the activity**

*On ..... (name the day) we will be having a group discussion on the topic of “Going on Holiday” and I would like you to prepare for it before we meet. In particular, I would like you to think about a holiday (a day, a weekend or longer) you remember well and prepare a few words to say about it. You might mention:*

- *where you went;*
- *where you stayed (if you did);*
- *what made it so good/so enjoyable (or not so enjoyable!);*
- *who you went with.*

*Be prepared to answer questions.*

## 2. Keeping the discussion going

- Begin by inviting each student to say a few words about holidays. Make sure that each student says something and emphasise that everyone should try to join in, ask questions and be given a fair say in any discussions.
- Reward students when they contribute towards the discussion (eg with a nod, a smile or encouraging word).
- After each student has spoken, invite questions from the group.
- When all students have made some contribution, open the discussion up more generally.



- Be prepared to improvise if the discussion flags by asking new questions.
- Encourage the group to ask questions. Use prompts such as:
  - *How important are holidays to you?*
  - *Would you ever like to work as a holiday rep?*
  - *What is your idea of a perfect holiday?*
  - *Who do you normally go on holiday with?*
  - *How long do you like to go on holiday for?*
  - *Do you prefer hotels or self-catering?*
  - *Are short holidays better than long ones?*
  - *Are holidays abroad better than holidays in the UK or Ireland?*
- At the end, you might ask one or two students to sum up.



**ENTRY 1–3  
ACTIVITY C – STUDENT ANSWER BOOKLET  
READING AND WRITING**

**NOTE:** For **Entry 1 students**, there is a separate **Student Answer Booklet** that can be used over one or two sessions at your discretion.

**For Entry 2 and Entry 3 students, this activity is divided into two parts:**

<b>Ci</b>	<b>Reading</b>	ie corresponding to <b>Entry 2 and 3</b> of the Adult Literacy Core Curriculum
<b>Cii</b>	<b>Writing</b>	ie corresponding to <b>Entry 2 and 3</b> of the Adult Literacy Core Curriculum

**1. Source materials**

- The activities are based on source materials which are included in the Student Answer Booklet.
- Students will also need a dictionary.

**2. How to begin**

- The activities themselves must be taken “unseen” on the agreed day of the assessment.
- Explain to students that they will be asked questions about what they have read and will be asked to produce written work in response to it.
- **Confidentiality** – If students do not wish to write down personal details in any question please advise them to invent these details.

**3. Part Cii – The extended writing session**

- This is to test extended writing skills. Students should be encouraged to produce a practice (draft) version before writing out their neat, final piece. A format for the practice letter is provided in the Student Answer Booklet.
- Students may use a dictionary when drafting their work.



## TASK CROSS-REFERENCING TABLE

### ENTRY 1

Code	Activity	Skill	Booklet	Pages
1A	Interview	Speaking and Listening, Reading	Tutor Guide	2, 3–4
			Assessment Scheme	2
1C	Student Answer Booklet Entry 1	Reading and Writing	Tutor Guide	12
			Assessment Scheme	7
			Entry 1 Booklet	1–6
Note – Activity B (Group Discussion) is not required at Entry 1				

### ENTRY 2

Code	Activity	Skill	Booklet	Pages
2A	Interview	Speaking and Listening, Reading	Tutor Guide	2, 5–6
			Assessment Scheme	3
2B	Group Discussion	Speaking and Listening	Tutor Guide	9–11
			Assessment Scheme	5–6
2C	Student Answer Booklet <sup>Entry</sup> <sub>2–3</sub>	Reading and Writing	Tutor Guide	12
		(Reading 2Ci)	Assessment Scheme	8
		(Writing 2Cii)	Assessment Scheme	9
		(Reading 2Ci)	Entry 2–3 Booklet	1–7
		(Writing 2Cii)	Entry 2–3 Booklet	8–12
Note – Entry 2 and 3 are assessed together in the Student Answer Booklet				

### ENTRY 3

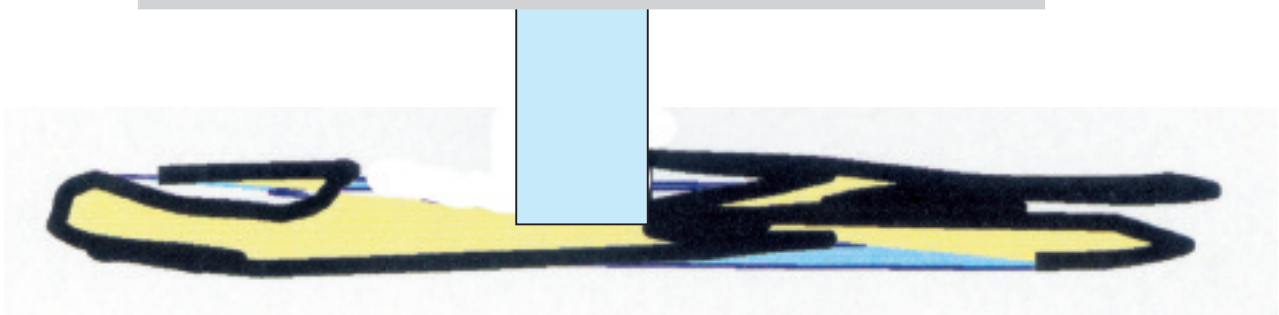
Code	Activity	Skill	Booklet	Pages
3A	Interview	Speaking and Listening, Reading	Tutor Guide	2, 7–8
			Assessment Scheme	4
3B	Group Discussion	Speaking and Listening	Tutor Guide	9–11
			Assessment Scheme	5–6
3C	Student Answer Booklet <sup>Entry</sup> <sub>2–3</sub>	Reading and Writing	Tutor Guide	12
		(Reading 3Ci)	Assessment Scheme	8
		(Writing 3Cii)	Assessment Scheme	9
		(Reading 3Ci)	Entry 2–3 Booklet	1–7
		(Writing 3Cii)	Entry 2–3 Booklet	8–12
Note – Entry 2 and 3 are assessed together in the Student Answer Booklet				







1A





2A

**BEWARE!**

Don't walk on the rocks  
after high tide.  
They are slippery when  
wet.

Two people d\_\_\_\_\_ here  
last year.



dead

died

death

deaths



3A

## IN CASE OF FIRE

1. If you can, close windows and doors. This will help delay the spread of smoke. Inhaling smoke can kill.
2. If a door feels warm, don't open it.
3. Don't panic. Get everyone out of the hotel quickly.
4. Plan your escape route now! Don't wait for a fire.
5. Phone **999** and give full address of the fire.
6. Never go back to the scene of a fire until a fire officer says it is safe.

