TEAL Oral assessment criteria Task 20: A sales talk: Date:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Communication** | **Cultural conventions of language use** | **Linguistic structures and features** | **Strategies** |  ***EAL curriculum levels*** ***B3******C2 C3 C4*** |
| ***Text structure*** | ***Structures and features*** | ***Vocabulary*** | ***Phonology*** |
| **4** | * Explicit statement of the benefits of product for a audience and how it meets a need
* Confident, persuasive presentation
* Describes attributes of the product, making it sound attractive
* Makes comparisons with alternative products
* Longer presentation
* Fluent presentation, with some pauses
 | * Indicates purpose of interaction
* Maintains good eye contact with audience
* Offers reassurance of genuine, honest intent
* Projection of confidence, and good humour, including laughing at self
* Direct appeal to audience
 | * Presents need and purpose of the product
* Provides product information
* Uses wide range of words with positive connotations – *awesome affordable, easy to clean, real deal*, *really great*
* Strong concluding statement
 | * Use of a wide range of sentence structures for a wide range of functions
* Combining adjectives – *cool, freshening air*
* Comparatives – *less money, cheaper, more powerful* and superlatives,
* Use of devices such as alliteration

– *stylish and simple,* and rhyme*, real deal* | * Use of wide range of adjectives – *affordable, simple, stylish, elegant*
* Use of adverbs to add emphasis – *really great , or* modify *just wipe the outside.., only $46*
* Use of sales language – *affordable, easy to clean, real deal*, *Why wait?*
 | * Clear articulation of sounds
* Accurate word stress
* Use of sentence stress to give emphasis – *even if the atmosphere is* ***hot*** *….it will* ***cool*** *the whole house.*
* Clear linking of sounds
* Varied intonation adds interest to what is being said
 | * Consciously ignoring notes at times to speak directly to audience
* Uses gestures to add emphasis
* Offers reassurance of sincerity, honest intent
* Sounding relaxed and assured
* Self corrects errors
 |  |  |  |
| **3** | * Explicit statement of how product meets a need of the audience
* Confident presentation
* Describes attributes of the product, making it sound attractive
* Makes comparisons with alternative products
* Long presentation
* Fluent presentation, with some strategic pauses
 | * Indicates purpose of interaction
* Maintains eye contact with audience
* Use of words with positive connotations to describe qualities of the product – *good save you, simple, safe cheap*
 | * Presents statement of the product
* Provides product information
* Use of words with positive connotations, – *good, save you, simple, safe, cheap.*
* Comparison with competing products
* Strong concluding statement
 | * Use of wider range of grammatical structures, including some errors – *sell to you, is better because is cheaper*
* Use of comparatives *better than,* with some errors in comparative structures – *It costs less power, consumption my fan is better*
* Rhetorical questions – *Who would like to have a fan with so much noise?*
 | * Uses wide range of vocabulary to describe features of the product – *removable cage, power consumption, powerful*,
* Range of adjectives used – *less power consumption, better than, simple, easy to move around, amazing*
* Use of adverbs – *obviously*
* Use of sales language – *Good value for money features of product, I don’t know why you’re waiting*
 | * Clear articulation of sounds, words easily recognizable
* Clear linking of sounds
* Use of word stress to emphasise positive aspects of the product – *move it to your* ***room***
 | * Smiling, looking confident
* Limited and brief reference to notes,
* Sounding relaxed and assured
* Use of gesture to add emphasis
* Use of rhetorical question
* Statement of additional benefits, portability,
 |  |  |  |
| **2** | * Describes attributes of the product, making it sound attractive
* Reliance on notes or prompts
* Offers additional attractive terms for a sale
* Relatively short presentation
* Some fluent flow of words, some points of hesitation
 | * Makes eye contact with audience at times,
* Some use of words with positive connotations to describe qualities of the product *good save you simple, safe cheap*
* Uses some common sales techniques and offers
* Projection of self confidence
 | * Statement of purpose
* Provision of information about product
* Attempt at alliteration

*simple and safe** Concludes with additional reasons to buy the product
 | * Use of simple sentence structure to describe product and attributes, *It is good, it has*
* Errors in parts of speech (intended meaning clear) ,*very safety cage*
* Comparative used, *louder than*, *highest,* but with some errors, *more cheaper than*
 | * Limited vocabulary to describe product, restricted what is on task notes
* Some basic adjectives used

*simple, safe, easy for cleaning** Use of sales language *buy one get one free, free delivery, warrantee*
 | * Generally intelligible
* Some errors of sounds in words e.g./ pronounced /dȝ/ in *elegant,*
* Some stress errors – ‘per cent’ (‘**per** cent ’ rather than ‘per **cent’**)
 | * Uses notes, with occasional reference to them
* Attempting to sound confident
* Concludes with statement of additional offered benefits, offers, *free delivery*, *buy one get one free, free guarantee, free*

*fixing* |  |  |  |
| **1** | * Describes some attributes of the product but doesn’t elaborate on these features
* High reliance on notes or prompts
* Explicit appeal to audience – ‘I hope you can buy!’
* Short presentation
* Hesitant delivery
 | * Little eye contact with audience
* Some attempt to make product sound desirable
* Limited eye contact with audience
* Limited projection of self- confidence
 | * Statement of purpose
* Provision of some information about the product
* Reiteration of assertion *it is/was good* without supporting reasons
* Concludes with expression of hope
 | * Limited SVO structure, seems like a series of phrases; *is a very good, not so much noise* , *airflow good*
* Some incorrect tense use; *it was good*, y*ou didn’t need to waste your money*
* Adjectives used but not in comparative form, *good, cheap, easy*
 | * Limited control of vocabulary to describe attributes, *power, watts, decibels*
* Limited range of adjectives used to describe product, *good, more cheaper than*
 | * Intelligible, but with some effort for listener
* Hesitation and errors with unfamiliar technical words, such as ‘watts’ and ‘decibels’
* Some errors of pronunciation of non-technical words – ‘loud’ /laud/ sounds like ‘low- ed’ /ləʊd/.
 | * Reliant on notes
* Explicit statement – *I don’t know* and signalling ‘finish’ when runs out of ideas.
 |  |  |  |