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

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|  | **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. |  |  |  |