

The Basic Principle

It is essential for teachers to continuously assess speaking during each semester. In order to be able to assess reliably something which could be largely subjective, they need an agreed taxonomy of assessment criteria and a consistent method of obtaining the data.

On the form opposite, the taxonomy of assessment criteria come from the following source:
<http://www.emsc.nysed.gov/ciai/lote/pub/lotecassess.pdf>

In other words, the source is the New York State Education department's list for languages other than English.

The Basic Method

Teachers create one copy of the form for each of their students. They keep these forms in a discreet place – perhaps inside the back of the register.

On ten separate occasions during each semester, they focus for two to three minutes on each student in the class during a free speaking activity. It is important that the target student is not aware that the assessment is taking place. During the assessment, the teacher gives a mark for each of the four areas – pronunciation, syntax, fluency and vocabulary. These four marks produce a total for that assessment. At the end of the semester, the average for each area can be calculated as can an overall average.

Clearly, the results of these assessments can be used to focus on areas for improvement in individual students, and can also be passed on to the students, including data on significant improvements in any specific area.

Student:

Class:

Semester 1						
D	A	P	S	F	V	T
	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	Total					
	Ave.					

Semester 2						
D	A	P	S	F	V	T
	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	Total					
	Ave.					

D = date; A = assessment; T = total

Pronunciation (P)	
5	Phonetically correct
	Almost error-free
	Awareness of accent
	Genuine effort to sound like native speaker
4	Comprehensible, generally correct
	Occasional error
3	Frequent errors confuse / require guessing at meaning
2	Many errors that interfere with comprehensibility
	Most utterances contain errors
1	Many utterances are incomprehensible
	Little communication
0	No attempt
Syntax (S)	
5	No grammatical errors
	Speaker self-corrects without hesitation
4	Two or fewer syntax errors
	Minor errors that do not impede communication
3	Frequent errors
	Self-corrects on some
	Many errors (agreement, verb forms)
2	Errors in basic structures
	Errors impede communication
	Most structures incorrect
1	Constant use of infinitive; no conjugation
	Listener understands only because of past experience
0	No attempt or repeats cue
Fluency (F)	
	Smooth flow
5	Quick, continuous flow
	Natural pauses
4	Occasional hesitation, searching for words
	Speaker can self-correct and respond to cues
	Halting, hesitating
3	Visibly translating before responding
	Can rephrase and respond
	Frequent hesitations, searches for words
2	Overly translates questions before response
	Repeats question word before response
	Eventually responds
1	Constant searching for vocabulary, verb tense
	Does not complete utterances
0	No attempt
	May repeat cue
Vocabulary (V)	
	Very good; wide range
5	Uses appropriate and new words and expressions
	Interesting response
4	Good, appropriate vocabulary
	Generally good response
	Vocabulary is just adequate to respond
3	No attempt to vary expressions
	Basic
2	Inadequate vocabulary or incorrect use of lexical items
	Communication difficult
	Does not complete responses
1	Responses one or two words in length
	Vocabulary repeated
0	No attempt
	Totally irrelevant answer

Question A

Aim: For students to show that they can recognize spoken letters and produce the written form.

Method: Go through the example. Students should listen to all the letters before they try to write the word. This puts pressure on short term memory which is an important aspect of language learning. Explain that students are only going to hear the spellings once. Play the rest of the items, once only.

Marking guide: ½ mark for each correct spelling.

Total marks: 2

Answers

- 1 book
- 2 chair
- 3 pencil
- 4 student
- 5 classroom

Tapescript

Presenter: **A Listen and write.**

- Voice:
- 1 b-o-o-k
 - 2 c-h-a-i-r
 - 3 p-e-n-c-i-l
 - 4 s-t-u-d-e-n-t
 - 5 c-l-a-s-s-r-o-o-m

Question B

Aim: For students to show that they can identify spoken phrases and recognize the written form.

Method: Give students time to look at the possible endings and think about the most likely ending in each case. Go through the example. Explain that students are only going to hear the sentences once. Play the rest of the items, once only.

Marking guide: 1 mark for each correct match.

Total marks: 6

Answers

- | | | |
|-----------------|---|---------------------|
| 1 Open ... | 5 | up. |
| 2 Look ... | 2 | at page 3. |
| 3 Read ... | 1 | your book. |
| 4 Write ... | 6 | down. |
| 5 Stand ... | 4 | your phone number. |
| 6 Sit ... | 3 | the first sentence. |
| 7 Underline ... | 7 | the verbs. |

Tapescript

Presenter: B Listen and write.

- Voice:
- 1 Open your book.
 - 2 Look at page 3.
 - 3 Read the first sentence.
 - 4 Write your phone number.
 - 5 Stand up.
 - 6 Sit down.
 - 7 Underline the verbs.

Question C

Aim: For students to show that they can identify the correct homophone in context.

Method: Explain that students are only going to hear the sentences once. Go through the example. Play the rest of the items, once only.

Marking guide: 1 mark for each correct identification.

Total marks: 4

Answers

	write?	right?
1		3
2	3	
3		3
4		3
5	3	

Tapescript

Presenter: C Listen and tick.

- Voice:
- 1 Very good. That's right.
 - 2 Can you write your name here, please?
 - 3 Sorry, but that isn't the right answer.
 - 4 He has broken his right hand.
 - 5 Write five sentences in your book.

Question D

Aim: For students to show that they can recognize spoken letters and produce the written form.

Method: Go through the example. Students should listen to all the letters before they try to write the word. This puts pressure on short term memory which is an important aspect of language learning. Explain that students are only going to hear the spellings once. Play the rest of the items, once only.

Marking guide: 1 mark for each correct spelling. Remove $\frac{1}{2}$ mark for one mistake.

Total marks: 5

Answers

- 1 book
- 2 day
- 3 month
- 4 year
- 5 date
- 6 time

Tapescript

Presenter: D Listen and write.

- Voice:
- 1 b-o-o-k
 - 2 d-a-y
 - 3 m-o-n-t-h
 - 4 y-e-a-r
 - 5 d-a-t-e
 - 6 t-i-m-e

Question E

Aim: For students to show that they can identify spoken phrases and recognize the written form.

Method: Give students time to look at the possible endings and think about the most likely ending in each case. Go through the example. Explain that students are only going to hear the sentences once. Play the rest of the items, once only.

Marking guide: 1 mark for each correct match.

Total marks: 5

Answers

- | | |
|---------|------------------------|
| 1 Open | 2 is the first lesson? |
| 2 When | 4 day is it? |
| 3 Who | 3 is your teacher? |
| 4 Which | 6 are you from? |
| 5 What | 5 time is it? |
| 6 Where | 1 your book. |

Tapescript

Presenter: E **Listen and write.**

- Voice:
- 1 Open your book.
 - 2 When is the first lesson?
 - 3 Who is your teacher?
 - 4 Which day is it?
 - 5 What time is it?
 - 6 Where are you from?

Question F

Aim: For students to show that they can predict the next word in unseen text.

Method: Explain that students are only going to hear the sentences once. Go through the example.
Play the rest of the items, once only.

Marking guide: 1 mark for each correct identification.

Total marks: 8

Answers

- 7 student?
- 3 you?
- 4 birthday?
- 8 in?
- 5 English?
- 6 from?
- 2 number?
- 9 Thursday?
- 1 name?

Tapescript

Presenter: F **Listen and write.**

- Voice:
- 1 What's your ...
 - 2 What's your telephone ...
 - 3 How old are ...
 - 4 When's your ...
 - 5 Are you ...
 - 6 Which country are you ...
 - 7 Are you a ...
 - 8 Which class are you ...
 - 9 Do you have lessons on ...

Question A

Aim: For students to show that they can recognize spoken letters and produce the written form.

Method: Go through the example. Students should listen to all the letters before they try to write the word. This puts pressure on short term memory which is an important aspect of language learning. Explain that students are only going to hear the spellings once. Play the rest of the items, once only.

Note that on the tape the speaker uses, e.g., *double c*. Make sure students understand this.

Marking guide: 2 marks for each correct spelling. Remove ½ mark for one mistake.

Total marks: 10

Answers

- 1 bank
- 2 hotel
- 3 court
- 4 typist
- 5 accountant
- 6 engineer

Tapescript

Presenter: A Listen and write.

- Voice:
- 1 b-a-n-k
 - 2 h-o-t-e-l
 - 3 c-o-u-r-t
 - 4 t-y-p-i-s-t
 - 5 a-c-c-o-u-n-t-a-n-t
 - 6 e-n-g-i-n-e-e-r

Question B

Aim: For students to show that they can identify spoken phrases and recognize the written form.

Method: Give students time to look at the possible endings and think about the most likely ending in each case. Go through the example. Explain that students are only going to hear the sentences once. Play the rest of the items, once only.

Marking guide: 2 marks for each correct match.

Total marks: 10

Answers

- | | |
|-------------|----------------------|
| 1 My name's | 5 Greenhill now. |
| 2 I'm | 4 teacher. |
| 3 I'm from | 6 Greenhill School. |
| 4 I'm a | 7 to be a principal. |
| 5 I work in | 1 Xui Xui Ling. |
| 6 I work at | 3 Beijing. |
| 7 I want | 2 Chinese |

Tapescript

Presenter: B Listen and write.

- Voice:
- 1 My name's Xui Xui Ling.
 - 2 I'm Chinese
 - 3 I'm from Beijing.
 - 4 I'm a teacher.
 - 5 I work in Greenhill now.
 - 6 I work at Greenhill School.
 - 7 I want to be a principal.

Question C

Aim: For students to show that they can predict the next word in unseen text.

Method: Explain that students are only going to hear the sentences once. Go through the example. Play the rest of the items, once only.

Marking guide: 2 marks for each correct identification.

Total marks: 10

Answers

- 4 address?
- 2 do?
- 6 from?
- 5 start?
- 3 work?
- 1 you?

Tapescript

Presenter: C Listen and write.

- Voice:
- 1 How old are ...
 - 2 What do you ...
 - 3 Where do you ...
 - 4 What is your ...
 - 5 When do you ...
 - 6 Where are you ...

Question A

Aim: For students to show that they can recognize spoken letters and produce the written form.

Method: Go through the example. Students should listen to all the letters before they try to write the word. This puts pressure on short term memory which is an important aspect of language learning. Explain that students are only going to hear the spellings once. Play the rest of the items, once only.

Note that on the tape the speaker uses, e.g., *double c*. Make sure students understand this.

Marking guide: 2 marks for each correct spelling. Remove ½ mark for one mistake.

Total marks: 14

Answers

- 1 sun
- 2 sand
- 3 grass
- 4 trees
- 5 orange
- 6 white
- 7 grey
- 8 mountains

Tapescript

Presenter: A Listen and write.

- Voice:
- 1 s-u-n
 - 2 s-a-n-d
 - 3 g-r-a-s-s
 - 4 t-r-e-e-s
 - 5 o-r-a-n-g-e
 - 6 w-h-i-t-e
 - 7 g-r-e-y
 - 8 m-o-u-n-t-a-i-n-s

Question B

Aim: For students to show that they can identify spoken phrases and recognize the written form.

Method: Give students time to look at the possible endings and think about the most likely ending in each case. Go through the example. Explain that students are only going to hear the sentences once. Play the rest of the items, once only.

Marking guide: 2 marks for each correct match.

Total marks: 10

Answers

- | | | |
|-------------|---|-------------------------------|
| 1 Underline | 3 | you have classes on Thursday? |
| 2 Are | 6 | you spell this word? |
| 3 Do | 5 | he have a job? |

-
- | | | | |
|---|------|---|--------------------|
| 4 | Is | 2 | you fourteen? |
| 5 | Does | 1 | the verbs. |
| 6 | Can | 4 | she an accountant? |

Tapescript

Presenter: B **Listen and write.**

- Voice:
- 1 Underline the verbs.
 - 2 Are you fourteen?
 - 3 Do you have classes on Thursday?
 - 4 Is she an accountant?
 - 5 Does he have a job?
 - 6 Can you spell this word?

Question C

Aim: For students to show that they can predict the next word in unseen text.

Method: Explain that students are only going to hear the sentences once. Go through the example. Play the rest of the items, once only.

Marking guide: 1 mark for each correct identification.

Total marks: 6

Answers

- 2 live?
- 5 you?
- 6 colour?
- 1 name?
- 7 do?
- 3 address?
- 4 from?

Tapescript

Presenter: C **Listen and write.**

- Voice:
- 1 What's your family ...
 - 2 Where do you ...
 - 3 What's the ...
 - 4 Where do you come ...
 - 5 How old are ...
 - 6 What's your favourite ...
 - 7 What does your mother ...

Question A

Aim: For students to show that they can recognize short phrases and produce the written form.

Method: Go through the example. Students should listen to the whole phrase before they try to write it. This puts pressure on short term memory which is an important aspect of language learning. Explain that students are only going to hear the phrase once. Play the rest of the items, once only.

Marking guide: 2 marks for each correct spelling. Remove ½ mark for one mistake.

Total marks: 10

Answers

- 1 a large country
- 2 a small island
- 3 the capital city
- 4 in the north
- 5 in the southeast
- 6 on the west coast

Tapescript

Presenter: A Listen and write.

- Voice:
- 1 a large country
 - 2 a small island
 - 3 the capital city
 - 4 in the north
 - 5 in the southeast
 - 6 on the west coast

Question B

Aim: For students to show that they can identify spoken phrases and recognize the written form.

Method: Give students time to look at the possible endings and think about the most likely ending in each case. Go through the example. Explain that students are only going to hear the sentences once. Play the rest of the items, once only.

Marking guide: 2 marks for each correct match.

Total marks: 10

Answers

- | | |
|--------------------|---------------------------|
| 1 My country | 4 very high. |
| 2 The capital city | 5 a river in the south. |
| 3 There are | 6 called the White River. |
| 4 They are | 2 is on the coast. |
| 5 There is | 1 is very small. |
| 6 It is | 3 mountains in the east. |

Tapescript

Presenter: B Listen and write.

- Voice:
- 1 My country is very small.
 - 2 The capital city is on the coast.
 - 3 There are mountains in the east.
 - 4 They are very high.
 - 5 There is a river in the south.
 - 6 It is called the White River.

Question C

Aim: For students to show that they can predict the next word in unseen text and without any choice to help them.

Method: Explain that students are only going to hear the sentences once. Go through the example. Play the rest of the items, once only.

Marking guide: 2 marks for each correct identification.

Total marks: 10

Methodology note

This is a new version of this type of question. This time students have to complete the sentence with anything suitable, rather than choose from a limited set of options. Therefore there may be more than one appropriate answer.

Answers

Possible answers with notes

- 1 *country?*
- 2 *country?*
- 3 *mountains? - this is the most likely place for rivers to flow from.*
- 4 *lakes? – it must be a natural feature, so this is the most likely*
- 5 *they? – it must agree with the verb*
- 6 *coast? – because of the; if the speaker said a, it could be river.*

Tapescript

Presenter: C Listen and write.

- Voice:
- 1 What is the name of your ...?
 - 2 Are there any mountains in your ...?
 - 3 Do any rivers flow from the ...?
 - 4 Are there any ...?
 - 5 Where are ...?
 - 6 Is the capital city on the ...?

Question A

Aim: For students to show that they can recognize short phrases and produce the written form.

Method: Go through the example. Students should listen to the whole phrase before they try to write it. This puts pressure on short term memory which is an important aspect of language learning. Explain that students are only going to hear the phrase once. Play the rest of the items, once only.

Marking guide: 2 marks for each correct phrase. Remove ½ mark for one mistake. Add 6 marks for good handwriting.

Total marks: 16

Answers

- 1 *your book*
- 2 the first day of the month
- 3 computer engineers
- 4 the sun in the sky
- 5 a small town
- 6 a large island

Tapescript

Presenter: **A Listen and write.**

- Voice:**
- 1 your book
 - 2 the first day of the month
 - 3 computer engineers
 - 4 the sun in the sky
 - 5 a small town
 - 6 a large island

Question B

Aim: For students to show that they can identify spoken phrases and recognize the written form.

Method: Give students time to look at the possible endings and think about the most likely ending in each case. Go through the example. Explain that students are only going to hear the sentences once. Play the rest of the items, once only.

Marking guide: 1 mark for each correct match.

Total marks: 7

Answers

- | | |
|----------------------------|---------------|
| 1 Underline the | 4 accountant. |
| 2 Write your phone | 8 coast. |
| 3 I'm from | 1 verbs. |
| 4 My father is an | 7 orange. |
| 5 We have six lessons each | 3 Russia. |

-
- | | | | |
|---|---------------------|---|-----------|
| 6 | The bank opens at | 5 | day. |
| 7 | Red and yellow make | 6 | 8.00 a.m. |
| 8 | I live on the | 2 | number. |

Tapescript

Presenter: B Listen and write.

- Voice: 1 *Underline the verbs.*
2 Write your phone number.
3 I'm from Russia.
4 My father is an accountant.
5 We have six lessons each day.
6 The bank opens at 8.00 a.m.
7 Red and yellow make orange.
8 I live on the coast.

Question C

Aim: For students to show that they can predict the next word in unseen text.

Method: Explain that students are only going to hear the sentences once. Go through the example.
Play the rest of the items, once only.

Marking guide: 1 mark for each correct identification.

Total marks: 7

Answers

- | | | | |
|---|------------------------|---|----------|
| 1 | Are you a | 2 | school? |
| 2 | Where is your | 1 | student? |
| 3 | When is your first | 5 | do? |
| 4 | Where does your father | 6 | river? |
| 5 | What does he | 7 | live? |
| 6 | Do you live on a | 8 | July? |
| 7 | Where do you | 4 | work? |
| 8 | Is it hot in | 3 | lesson? |

Tapescript

Presenter: C Listen and write.

- Voice: 1 *Are you a student?*
2 Where is your school?
3 When is your first lesson?
4 Where does your father work?
5 What does he do?
6 Do you live on a river?
7 Where do you live?
8 Is it hot in July?

Question A

Aim: For students to show that they can recognize short phrases and sentences and produce the written form.

Method: Go through the example. Students should listen to the whole phrase before they try to write it. This puts pressure on short term memory which is an important aspect of language learning. Explain that students are only going to hear the phrase once. Play the rest of the items, once only.

Marking guide: 2 marks for each correct spelling. Remove ½ mark for one mistake.

Total marks: 10

Answers

- 1 at 16
- 2 at 12
- 3 when you are 17
- 4 You can work in a shop.
- 5 You can leave home.
- 6 You can vote.

Tapescript

Presenter: A Listen and write.

- Voice:
- 1 at 16
 - 2 at 12
 - 3 when you are 17
 - 4 You can work in a shop.
 - 5 You can leave home.
 - 6 You can vote.

Question B

Aim: For students to show that they can identify spoken phrases and recognize the written form.

Method: Give students time to look at the possible endings and think about the most likely ending in each case. Go through the example. Explain that students are only going to hear the sentences once. Play the rest of the items, once only.

Marking guide: 2 marks for each correct match.

Total marks: 10

Answers

- | | |
|------------------|-----------------------------|
| 1 She is | 6 a new baby. |
| 2 She wants | 5 type. |
| 3 She comes from | 2 to be a manager. |
| 4 She works for | 3 France. |
| 5 She can | 1 an accountant. |
| 6 She has | 4 an international company. |

Tapescript

Presenter: B Listen and write.

- Voice:
- 1 She is an accountant.
 - 2 She wants to be a manager.
 - 3 She comes from France.
 - 4 She works for an international company.
 - 5 She can type.
 - 6 She has a new baby.

Question C

Aim: For students to show that they can predict the next word in unseen text and without any choice to help them.

Method: Explain that students are only going to hear the sentences once. Go through the example. Play the rest of the items, once only.

Marking guide: 2 marks for each correct identification.

Total marks: 10

Answers

Possible answers underlined

1 What's your	<u>name?</u> / <u>address?</u> / <u>Telephone number?</u>
2 What time does school	<u>begin?</u> / <u>end?</u>
3 What does your father	<u>do?</u>
4 Where does he	<u>work?</u>
5 What do you want to	<u>be?</u>

Tapescript

Presenter: C Listen and write.

- Voice:
- 1 What's your ...
 - 2 What time does school ...
 - 3 What does your father ...
 - 4 Where does he ...
 - 5 What do you want to ...

Question A

Aim: For students to show that they can recognize short phrases and sentences and produce the written form.

Method: Go through the example. Students should listen to the whole phrase before they try to write it. This puts pressure on short term memory which is an important aspect of language learning. Explain that students are only going to hear the phrase once. Play the rest of the items, once only.

Marking guide: 2 marks for each correct phrase/sentence. Remove ½ mark for one mistake.

Total marks: 10

Answers

- 1 33 kilometres an hour
- 2 get to school
- 3 how far
- 4 by car
- 5 many people
- 6 have you got

Tapescript

Presenter: A Listen and write.

- Voice:**
- 1 33 kilometres an hour
 - 2 get to school
 - 3 how far
 - 4 by car
 - 5 many people
 - 6 have you got

Question B

Aim: For students to show that they can identify spoken phrases and recognize the written form.

Method: Give students time to look at the possible endings and think about the most likely ending in each case. Go through the example. Explain that students are only going to hear the sentences once. Play the rest of the items, once only.

Marking guide: 2 marks for each correct match.

Total marks: 10

Answers

- | | |
|-----------------|------------------|
| 1 How do you | 4 a car? |
| 2 How far | 6 drive? |
| 3 How long does | 1 get to school? |
| 4 Do you have | 2 is it? |
| 5 Do you like | 3 it take? |
| 6 Can you | 5 walking |

Tapescript

Presenter: **B Listen and write.**

- Voice:
- 1 How do you get to school?
 - 2 How far is it?
 - 3 How long does it take?
 - 4 Do you have a car?
 - 5 Do you like walking?
 - 6 Can you drive?

Question C

Aim: For students to show that they can predict the next word in unseen text and without any choice to help them.

Method: Explain that students are only going to hear the sentences once. Go through the example. Play the rest of the items, once only.

Marking guide: 2 marks for each correct identification. Don't mark for spelling on this occasion.

Total marks: 10

Answers

Model answers

- 1 word
- 2 it?
- 3 mean?
- 4 train?
- 5 stress?
- 6 syllable?

Tapescript

Presenter: **C Listen and write.**

- Voice:
- 1 How do you say this word?
 - 2 How do you spell it?
 - 3 What does it mean?
 - 4 So, is it a kind of train?
 - 5 Where is the stress?
 - 6 So, the stress is on the first syllable?

Question A

Aim: For students to show that they can recognize short sentences and produce the written form.

Method: Go through the example. Students should listen to the whole phrase before they try to write it. This puts pressure on short term memory which is an important aspect of language learning. Explain that students are only going to hear the phrase once. Play the rest of the items, once only.

Marking guide: 2 marks for each correct sentence. Remove ½ mark for one mistake. Give an extra 2 marks for good handwriting.

Total marks: 10+2

Answers

- | | |
|------------------------|-----------------------------|
| 1 He was born in 1968. | 4 He sent her to Scotland. |
| 2 She died in 2005. | 5 I wrote a letter to her. |
| 3 We didn't like it. | 6 They got a call from him. |

Tapescript

Presenter: A Listen and write.

- Voice:**
- 1 He was born in 1968.
 - 2 She died in 2005.
 - 3 We didn't like it.
 - 4 He sent her to Scotland.
 - 5 I wrote a letter to her.
 - 6 They got a call from him.

Question B

Aim: For students to show that they can identify linked spoken sentences and recognize the written form.

Method: Give students time to look at the possible endings and think about the most likely ending in each case. Go through the example. Explain that students are only going to hear the sentences once. Play the rest of the items, once only.

Marking guide: 1 mark for each correct match.

Total marks: 9

Answers

- | | |
|----------------------------|---|
| 1 Her name is | 4 as a child. |
| 2 She was | 1 Selma Lagerlof. |
| 3 She was born | 6 novels and short stories. |
| 4 She wrote poetry | 7 Varmland in the south of Sweden. |
| 5 She became | 8 'The Wonderful Adventures of Nils'. |
| 6 She started to write | 9 the Nobel Prize for Literature in 1909. |
| 7 She wrote about | 10 in 1940. |
| 8 Her most famous novel is | 3 in 1858. |
| 9 She won | 5 a teacher in 1885. |

Tapescript

Presenter: B Listen and write.

- Voice:
- 1 Her name is Selma Lagerlof.
 - 2 She was Swedish.
 - 3 She was born in 1858.
 - 4 She wrote poetry as a child.
 - 5 She became a teacher in 1885.
 - 6 She started to write novels and short stories.
 - 7 She wrote about Varmland in the south of Sweden.
 - 8 Her most famous novel is 'The Wonderful Adventures of Nils'.
 - 9 She won the Nobel Prize for Literature in 1909.
 - 10 She died in 1940.

Question C

Aim: For students to show that they can predict the next word in unseen text and without any choice to help them.

Method: Explain that students are only going to hear the sentences once. Go through the example. Play the rest of the items, once only.

Marking guide: 1 mark for each correct identification. Don't mark for spelling on this occasion.

Total marks: 9

Answers

Possible endings

- | | |
|------------------|------------------------------|
| 1 name? | 6 she write it? |
| 2 was she? | 7 the Nobel Prize/any prizes |
| 3 she born? | 8 married? |
| 4 did she write? | 9 (any) children? |
| 5 famous book? | 10 she die? |

Tapescript

Presenter: C Listen and write.

- Voice:
- 1 What is her ...
 - 2 What nationality ...
 - 3 When was ...
 - 4 What kind of books ...
 - 5 What is her most ...
 - 6 When did ...
 - 7 Did she win ...
 - 8 Did she ever get ...
 - 9 Did she have ...
 - 10 When did ...

Question A

Aim: For students to show that they can recognize short sentences and produce the written form.

Method: Go through the example. Students should listen to the whole phrase before they try to write it. This puts pressure on short term memory which is an important aspect of language learning. Explain that students are only going to hear the phrase once. Play the rest of the items, once only.

Marking guide: 2 marks for each correct sentence. Remove ½ mark for one mistake.

Total marks: 10

Answers

- 1 A novel is a long story.
- 2 A film is a story at the cinema.
- 3 There are 550 million chess players worldwide.
- 4 Tennis is a ball game for two or four people.
- 5 Surfing is a kind of skiing on the sea.
- 6 India now makes about 800 films every year.

Tapescript

Presenter: A Listen and write.

- Voice:
- 1 A novel is a long story.
 - 2 A film is a story at the cinema.
 - 3 There are 550 million chess players worldwide.
 - 4 Tennis is a ball game for two or four people.
 - 5 Surfing is a kind of skiing on the sea.
 - 6 India now makes about 800 films every year.

Question B

Aim: For students to show that they can identify linked spoken sentences and recognize the written form.

Method: Give students time to look at the possible endings and think about the most likely ending in each case. Go through the example. Explain that students are only going to hear the sentences once. Play the rest of the items, once only.

Marking guide: 2 marks for each correct match.

Total marks: 10

Answers

- | | |
|---|--|
| 1 Basketball is a kind | 5 of the game. |
| 2 You play it | 6 on January 20 th , 1892. |
| 3 The name comes | 1 of ball game. |
| 4 You put the ball | 4 into a basket to get points. |
| 5 In 1891, Dr. Naismith wrote the rules | 2 in two groups of five players. |
| 6 Students in Massachusetts played the first game | 3 from two English words, 'basket' and 'ball'. |

Tapescript

Presenter: B Listen and write.

- Voice:
- 1 Basketball is a kind of ball game.
 - 2 You play it in two groups of five players.
 - 3 The name comes from two English words, 'basket' and 'ball'.
 - 4 You put the ball into a basket to get points.
 - 5 In 1891, Dr. Naismith wrote the rules of the game.
 - 6 Students in Massachusetts played the first game on January 20th, 1892.

Question C

Aim: For students to show that they can predict the next word in unseen text and without any choice to help them.

Method: Explain that students are only going to hear the sentences once. Go through the example. Play the rest of the items, once only.

Marking guide: 2 marks for each correct identification. Don't mark for spelling on this occasion.

Total marks: 10

Answers

Possible endings

- 1 *free time?*
- 2 *playing/watching?*
- 3 *play tennis?*
- 4 *a sports centre/theatre?*
- 5 *the cinema this week?*
- 6 *near here/in this town?*

Tapescript

Presenter: C Listen and write.

- Voice:
- 1 How do you spend your ...?
 - 2 Which sports do you like ...?
 - 3 Where can you ...?
 - 4 Does this place have ...?
 - 5 What films are on at ...?
 - 6 Is there a mall ...?

Question A

Aim: For students to show that they can recognize short sentences and produce the written form.

Method: Go through the example. Students should listen to the whole phrase before they try to write it. This puts pressure on short term memory which is an important aspect of language learning. Explain that students are only going to hear the phrase once. Play the rest of the items, once only.

Marking guide: 1 mark for each correct sentence. Allow up to two mistakes. Give an extra 3 marks for good handwriting.

Total marks: 9+3

Answers

- 1 *They are not Chinese.*
- 2 Lessons begin at 9.00 a.m. on Monday September 5th.
- 3 She works as a nurse in a large hospital.
- 4 The sky is blue but the clouds are black.
- 5 The mountains in the north are very high.
- 6 Children can leave school at 16 in my country.
- 7 It takes 30 minutes to drive to my school.
- 8 He wrote the play in about 1587.
- 9 I don't like going shopping.
- 10 There are some eggs on the table.

Tapescript

Presenter: A Listen and write.

- Voice:
- 1 They are not Chinese.
 - 2 Lessons begin at 9.00 a.m. on Monday September 5th.
 - 3 She works as a nurse in a large hospital.
 - 4 The sky is blue but the clouds are black.
 - 5 The mountains in the north are very high.
 - 6 Children can leave school at 16 in my country.
 - 7 It takes 30 minutes to drive to my school.
 - 8 He wrote the play in about 1587.
 - 9 I don't like going shopping.
 - 10 There are some eggs on the table.

Question B

Aim: For students to show that they can identify linked spoken sentences and recognize the written form.

Method: Give students time to look at the possible endings and think about the most likely ending in each case. Go through the example. Explain that students are only going to hear the sentences once. Play the rest of the items, once only.

Marking guide: 1 mark for each correct match.

Total marks: 9

Answers

1 Underline	4	yellow.
2 He is	7	bus.
3 Work ends at	10	milk.
4 The sand is	5	the south.
5 There aren't any rivers in	6	65.
6 Most people in the UK stop work at	3	6.00 p.m.
7 A tram is a kind of	8	1616.
8 He died in	9	tennis.
9 I don't like playing	1	the nouns.
10 Butter is made from	2	French.

Tapescript

Presenter: B Listen and write.

- Voice:
- 1 Underline the nouns.
 - 2 He is French.
 - 3 Work ends at 6.00 p.m.
 - 4 The sand is yellow.
 - 5 There aren't any rivers in the south.
 - 6 Most people in the UK stop work at 65.
 - 7 A tram is a kind of bus.
 - 8 He died in 1616.
 - 9 I don't like playing tennis.
 - 10 Butter is made from milk.

Question C

Aim: For students to show that they can predict the next word in unseen text and without any choice to help them.

Method: Explain that students are only going to hear the sentences once. Go through the example. Play the rest of the items, once only.

Marking guide: 1 mark for each correct identification. Don't mark for spelling on this occasion.

Total marks: 9

Answers

Possible endings

- 1 *the verbs.*
- 2 *a teacher.*
- 3 *5.00 a.m.*
- 4 *white.*
- 5 *the north.*
- 6 *16.*
- 7 *motorbike.*
- 8 *1564.*
- 9 *swimming.*
- 10 *potatoes.*

Tapescript

Presenter: C **Listen and write.**

- Voice:
- 1 Circle ...
 - 2 She is ...
 - 3 The first bus leaves at ...
 - 4 The snow is ...
 - 5 There is a large lake in ...
 - 6 Some teenagers in the USA have cars at ...
 - 7 A moped is a kind of ...
 - 8 He was born in ...
 - 9 I love going ...
 - 10 Chips are made from ...

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Teacher Test Booklet

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