

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 below, 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 attached form for each of their students. They keep these forms in a discreet place – perhaps inside the back of the register.

On 10 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 short sentences and produce the written form.

Method: Go through the example. Students should listen to the whole sentence 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 sentences once. Play the rest of the items, once only.

Marking guide: 2 marks for each correct sentence. Remove 1 mark for one mistake.

Total marks: 10

Answers

- 1 *Is Geography the first lesson?*
- 2 What time is Science?
- 3 We have History at eleven.
- 4 When does secondary school start in Mexico?
- 5 Do you do Mathematics in primary school?
- 6 What's the capital of Australia?

Tapescript

Presenter: A Listen and write.

- Voice:
- 1 Is Geography the first lesson?
 - 2 What time is Science?
 - 3 We have History at eleven.
 - 4 When does secondary school start in Australia?
 - 5 Do you do Mathematics in primary school?
 - 6 What's the capital of Australia?

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: 5

Answers

- | | |
|-------------------------------|-----------------------------------|
| 1 Did you go | 5 to study? |
| 2 When did you start | 6 to be after university? |
| 3 What subjects are you doing | 3 at the moment? |
| 4 Are you going | 1 to pre-school? |
| 5 What are you going | 2 primary school? |
| 6 What do you want | 4 to go to university or college? |

Tapescript

Presenter: B **Listen and write.**

- Voice:
- 1 Did you go to pre-school?
 - 2 When did you start primary school?
 - 3 What subjects are you doing at the moment?
 - 4 Are you going to go to university or college?
 - 5 What are you going to study?
 - 6 What do you want to be after university?

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 prediction.

Total marks: 5

Answers

Possible answers

- 1 *history*
- 2 Brazil
- 3 colours
- 4 flowchart
- 5 The Koran
- 6 triangle

Tapescript

Presenter: C **Listen and write.**

- Voice:
- 1 So we've reached the nineteenth century in American ...
 - 2 Last week in Geography, we looked at the country of ...
 - 3 In Science at the moment, we are answering the question 'How does the eye see ...'
 - 4 Can you turn to page 36 in your IT books. There's a diagram of a ...
 - 5 We are talking about religious books this semester, for example ...
 - 6 Does anyone know how to find the area of a right-angled ...

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 sentence 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 sentences once. Play the rest of the items, once only.

Marking guide: 2 marks for each correct spelling. Remove 1 mark for one mistake.

Total marks: 10

Answers

- 1 Summer is the wet season.
- 2 It is very dry in winter.
- 3 The summer season lasts from June to August.
- 4 Tomorrow will be hotter than today.
- 5 I always meet my friends on Fridays.
- 6 She sometimes has a break from 12.45 to 1.45.

Tapescript

Presenter: A Listen and write.

- Voice:**
- 1 Summer is the wet season.
 - 2 It is very dry in winter.
 - 3 The summer season lasts from June to August.
 - 4 Tomorrow will be hotter than today.
 - 5 I always meet my friends on Fridays.
 - 6 She sometimes has a break from 12.45 to 1.45.

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: 5

Answers

- | | |
|----------------------------|------------------------------|
| 1 How often do you go | 4 your favourite season? |
| 2 Where do you go | 5 in winter in your country? |
| 3 What do you do | 6 for breakfast? |
| 4 What is | 3 at Christmas? |
| 5 When does the sun set | 1 on holiday? |
| 6 What do you usually have | 2 at the weekends? |

Tapescript

Presenter: **B Listen and write.**

- Voice:
- 1 How often do you go to the mosque?
 - 2 Where do you go at the weekends?
 - 3 What do you do at Eid?
 - 4 What is your favourite season?
 - 5 When does the sun set in winter in your country?
 - 6 What do you usually have for breakfast?

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. Point out that there may be more than one answer. Go through the example. Play the rest of the items, once only.

Marking guide: 1 mark for each correct identification. Note that there are many possible answers to #6.

Total marks: 5

Answers

Possible answers

- 1 *hemisphere.*
- 2 *trees.*
- 3 *February.*
- 4 *time of year.*
- 5 *seasons.*
- 6 *9? / 10? / 10.30?*

Tapescript

Presenter: **C Listen and write.**

- Voice:
- 1 Europe is in the Northern ...
 - 2 Look at the big red flowers on the ...
 - 3 The winter months in the UK at December, January and ...
 - 4 Vermont is very beautiful at this ...
 - 5 Most parts of the world have four ...
 - 6 I often go to bed early, at about ...

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 sentence 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 sentences 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: 8

Answers

- 1 I have a good friend.
- 2 She left school last year.
- 3 She works in a supermarket.
- 4 She puts things on the shelves.
- 5 She is going to leave that job next year.

Tapescript

Presenter: A Listen and write.

- Voice:
- 1 I have a good friend.
 - 2 She left school last year.
 - 3 She works in a supermarket.
 - 4 She puts things on the shelves.
 - 5 She is going to leave that job next year.

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: 5

Answers

- | | | |
|--------------------------------|---|-----------------|
| 1 Does your mother have | 5 | have? |
| 2 What does she | 6 | at university? |
| 3 Does she work for | 1 | a job? |
| 4 Does she like | 3 | the government? |
| 5 What qualifications does she | 2 | do? |
| 6 What did she study | 4 | the job? |

Tapescript

Presenter: B Listen and write.

- Voice:
- 1 Does your mother have a job?
 - 2 What does she do?
 - 3 Does she work for the government?
 - 4 Does she like the job?
 - 5 What qualifications does she have?
 - 6 What did she study at university?

Question C

Aim: For students to show that they can predict the next communicative purpose in unseen text based on content and joining word.

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 purpose. Do not mark for structure or spelling.

Total marks: 7

Answers

Possible answers underlined:

- | | |
|---|---|
| 1 Last year, Ellie left school and ... | <u>got a job in a supermarket.</u> |
| 2 She puts letters in files and ... | <u>prints out the e-mails.</u> |
| 3 You should do homework and take exams because ... | <u>they will help you in the future.</u> |
| 4 Most companies don't want managers with low qualifications or ... | <u>no qualifications at all.</u> |
| 5 Get more qualifications and ... | <u>you get a better job.</u> |
| 6 He usually takes small things but ... | <u>sometimes he takes big things.</u> |
| 7 Paul should not take things from school because ... | <u>they are school things not his things.</u> |
| 8 His mother doesn't work and ... | <u>his father doesn't have a job at the moment.</u> |

Tapescript

Presenter: C Listen and write.

- Voice:
- 1 Last year, Ellie left school and ...
 - 2 She puts letters in files and ...
 - 3 You should do homework and take exams because ...
 - 4 Most companies don't want managers with low qualifications or ...
 - 5 Get more qualifications and ...
 - 6 He usually takes small things but ...
 - 7 Paul should not take things from school because ...
 - 8 His mother doesn't work and ...

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 sentence 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 sentence once. Play the rest of the items, once only.

Marking guide: 2 marks for each correct spelling. Remove 1 mark for one mistake.

Total marks: 10

Answers

- 1 *The windiest place in the world is Antarctica.*
- 2 On average, the winds are 300 kph on this continent.
- 3 Cold air flows down the mountains.
- 4 Antarctica is also the driest place.
- 5 There is no rain here because it is so cold.
- 6 Water in the air freezes and becomes ice.

Tapescript

Presenter: A Listen and write.

- Voice:
- 1 The windiest place in the world is Antarctica.
 - 2 On average, the winds are 300 kph on this continent.
 - 3 Cold air flows down the mountains.
 - 4 Antarctica is also the driest place.
 - 5 There is no rain here because it is so cold.
 - 6 Water in the air freezes and becomes ice.

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 replies and think about the most likely one 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 It's very cold today. | 5 I hope it will. |
| 2 Not as cold as last week. | 6 Yes, summer and summer holidays! |
| 3 Do you think it will continue? | 2 No, it was freezing then. |
| 4 Have you seen the forecast on TV? | 1 Yes, it's horrible. |
| 5 I think it should get better. | 4 Yes, but I can't remember. |
| 6 Another three months and it will be summer. | 3 I don't know. |

Tapescript

Presenter: B Listen and write.

- Voice 1: It's very cold today.
Voice 2: Yes, it's horrible
Voice 1: Not as cold as last week.
Voice 2: No, it was freezing then.
Voice 1: Do you think it will continue?
Voice 2: I don't know.
Voice 1: Have you seen the forecast on TV?
Voice 2: Yes, but I can't remember.
Voice 1: I think it should get better.
Voice 2: I hope it will.
Voice 1: Another three months and it will be summer.
Voice 2: Yes, summer and summer holidays!

Question C

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

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 possible word.

Total marks: 5

Answers

- 1 *tomorrow.*
- 2 *south.*
- 3 *cold/warm/hot, etc.*
- 4 *14 degrees centigrade.*
- 5 *north/south/east/west, etc.*
- 6 *afternoon/evening, etc.*

Tapescript

Presenter: C Listen and write.

- Voice: 1 And now, here's the weather forecast for ...
2 Firstly, let's look at the north and then we'll look at the ...
3 In the north, it will be ...
4 The temperature will be ...
5 The wind will be from the ...
6 There will be light rain in the ...

Question A

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

Method: Go through the example. Students should listen to the whole sentence 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 sentences once. Go through the example. Play the rest of the items, once only.

Marking guide: 2 marks for each correct sentence. Remove ½ mark for each missing word or extra word.

Total marks: 10

Answers

- 1 The longest river in the world is the Nile.
- 2 It has a length of 6,825 kilometres.
- 3 However, this is not the largest river.
- 4 The Amazon in Brazil is the largest river.
- 5 It sends around 120 million litres of fresh water into the Atlantic Ocean every second.
- 6 That is one fifth of the fresh water in the oceans of the world.

Tapescript

Presenter: A Listen and write.

- Voice:**
- 1 The longest river in the world is the Nile.
 - 2 It has a length of 6,825 kilometres.
 - 3 However, this is not the largest river.
 - 4 The Amazon in Brazil is the largest river.
 - 5 It sends around 120 million litres of fresh water [PAUSE] into the Atlantic Ocean every second.
 - 6 That is one fifth of the fresh water in the oceans of the world.

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 one in each case. Go through the example. 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 match.

Total marks: 5

Answers

- | | |
|-----------------------------|--------------------|
| 1 It is the closest planet | 4 next to Mercury. |
| 2 It is the furthest planet | 5 of the Earth. |
| 3 It is between Venus | 6 the crust. |
| 4 It is | 3 and Mars. |
| 5 It is in the centre | 2 from the Sun. |
| 6 It is above | 1 to the Sun. |

Tapescript

Presenter: A Listen and write.

- Voice:
- 1 It is the closest planet to the Sun.
 - 2 It is the furthest planet from the Sun.
 - 3 It is between Venus and Mars.
 - 4 It is next to Mercury.
 - 5 It is in the centre of the Earth.
 - 6 It is above the crust.

Question C

Aim: For students to show that they can remember information from the theme.

Method: Go through the example. Make sure students realise that they must try to understand the question and then remember the information from the theme.

Note: We use *which* when the choice is limited, e.g., *which planet* because there are only nine (or possibly eight!). We use *what* otherwise.

Marking guide: 1 mark for each correct answer. Do not mark for spelling.

Total marks: 5

Answers

Model answers:

- | | | |
|---|---|---|
| 1 | <i>Which is the closest planet to the Sun?</i> | <i>Mercury</i> |
| 2 | <i>Which is the furthest planet from the Sun?</i> | <i>Pluto or Neptune if Pluto is removed from the list of planets.</i> |
| 3 | <i>Which planet is between Venus and Mars?</i> | <i>The Earth</i> |
| 4 | <i>Which planet is next to Mercury?</i> | <i>Venus</i> |
| 5 | <i>What is in the centre of the Earth?</i> | <i>The (inner) core</i> |
| 6 | <i>What is above the crust?</i> | <i>The atmosphere</i> |

Tapescript

Presenter: C Listen and write.

- Voice:
- 1 Which is the closest planet to the Sun?
 - 2 Which is the furthest planet from the Sun?
 - 3 Which planet is between Venus and Mars?
 - 4 Which planet is next to Mercury?
 - 5 What is in the centre of the Earth?
 - 6 What is above the crust?

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 sentence 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 sentence 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 *We have Mathematics at twelve.*
- 2 *We did flowcharts in IT yesterday.*
- 3 *He sometimes plays football in the evenings.*
- 4 *I am not going to leave school next year.*
- 5 *It is very cold in Antarctica so it doesn't rain.*
- 6 *The wettest place in the world is in India.*

Tapescript

Presenter: A Listen and write.

- Voice:
- 1 We have Mathematics at twelve.
 - 2 We did flowcharts in IT yesterday.
 - 3 He sometimes plays football in the evenings.
 - 4 I am not going to leave school next year.
 - 5 It is very cold in Antarctica so it doesn't rain.
 - 6 The wettest place in the world is in India.

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: ½ mark for each correct match.

Total marks: 4

Answers

- | | |
|----------------------------------|---------------------|
| 1 What do you want to be | 2 at the moment? |
| 2 What are you studying | 6 tomorrow? |
| 3 What do you do | 7 rain? |
| 4 What do you usually have | 8 in summer? |
| 5 What qualifications do you | 1 after university? |
| 6 What will the weather be like | 4 for lunch? |
| 7 Is it going to | 3 in the summer? |
| 8 What's the average temperature | 5 have? |
| 9 Where is the windiest place | 9 in the world? |

Tapescript

Presenter: B Listen and write.

- Voice:
- 1 What do you want to be after university?
 - 2 What are you studying at the moment?
 - 3 What do you do in the summer?
 - 4 What do you usually have for lunch?
 - 5 What qualifications do you have?
 - 6 What will the weather be like tomorrow?
 - 7 Is it going to rain?
 - 8 What's the average temperature in your country?
 - 9 Where is the windiest place in the world?

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: ½ mark for each correct identification.

Total marks: 6

Answers

- | | |
|--|----------------------|
| 1 Welcome to the History Department. This term, we are looking at the history of ... | 8 lawyer. |
| 2 Firstly, we are going to study America in the 19 th ... | 7 School. |
| 3 We are going to look first at the life of ... | 3 Abraham Lincoln. |
| 4 He was the 16 th President of ... | 4 The United States. |
| 5 He was born in 1809 in a small ... | 1 North America. |
| 6 He did not have much ... | 6 education. |
| 7 He hardly ever went to ... | 10 year. |
| 8 He had several jobs as a young man, for example farm worker, shopkeeper and ... | 12 people. |
| 9 He became President in ... | 9 1861. |
| 10 The American Civil War began in the same ... | 13 died. |
| 11 In 1863, he made a famous speech about ... | 11 government. |
| 12 He said: Government should be of the people, by the people, for the ... | 5 town. |
| 13 In 1865, Lincoln was shot and, about 10 hours later, he ... | 2 Century. |

Tapescript

Presenter: C Listen and write.

- Voice:
- 1 Welcome to the History Department. This term, we are looking at the history of ...
 - 2 Firstly, we are going to study America in the 19th ...
 - 3 We are going to look first at the life of ...
 - 4 He was the 16th President of ...
 - 5 He was born in 1809 in a small ...
 - 6 He did not have much ...
 - 7 He hardly ever went to ...
 - 8 He had several jobs as a young man, for example, farm worker, shopkeeper and ...
 - 9 He became President in ...
 - 10 The American Civil War began in the same ...
 - 11 In 1863, he made a famous speech about ...
 - 12 He said: Government should of the people, by the people, for the ...
 - 13 In 1865, Lincoln was shot and, about 10 hours later, he ...

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 sentence 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 sentence once. Point out that, on this occasion, some of the sentences are in two parts. They can write the first part when the speaker pauses. Play the rest of the items, once only.

Marking guide: 1 mark for each correct sentence. Remove ½ mark for one mistake.

Total marks: 5

Answers

- 1 *Diana Spencer was born in 1961.*
- 2 She was not very good at school and she left when she was 16.
- 3 In 1979, she started work in a pre-school.
- 4 In 1981, she married Prince Charles of the United Kingdom.
- 5 She had two sons, William in 1982 and Harry in 1984.
- 6 On 31st August, 1997, she died in a car accident in Paris at the age of 36.

Tapescript

Presenter: A Listen and write.

- Voice:
- 1 Diana Spencer was born in 1961.
 - 2 She was not very good at school and she left when she was 16.
 - 3 In 1979, she started work in a pre-school.
 - 4 In 1981. she married Prince Charles of the United Kingdom.
 - 5 She had two sons, William in 1982 and Harry in 1984.
 - 6 On 31st August, 1997, she died in a car accident in Paris at the age of 36.

Question B

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

Method: Make sure students realize that they have to write something, not just the name for the type of information, e.g., a place. They can write any real item that fits. Go through the first one as a clear example of this. 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 suitable phrase or word.

Total marks: 9

Answers

- 1 *London / 2003 / March.*
- 2 A date.
- 3 A job.
- 4 have a job / work.
- 5 A school subject.
- 6 A college or university.

-
- 7 A job, with or without the indefinite article, e.g., *a doctor* or *president of* ...
 - 8 ... *had three children* or similar.
 - 9 ... *he separated from his wife / his wife died*.
 - 10 A job with the indefinite article, e.g., *a doctor*.

Tapescript

Presenter: B Listen and write.

- Voice:
- 1 I met him in ...
 - 2 He was born on ...
 - 3 His father was ...
 - 4 His mother didn't ...
 - 5 At school, his favourite subject was ...
 - 6 After school, he went to ...
 - 7 Five years later, he became ...
 - 8 He got married in 2002 and ...
 - 9 They got married in 2002 but ...
 - 10 Now, he works as ...

Question C

Aim: For students to show that they can relate sound to sight with particular regard to silent letters.

Method: Remind students about silent letters and give a few examples, e.g., *January*, *friend*, *guest*. Explain that students must cross out silent letters – e.g., the *u* in *guest*. Give students two minutes to read each of the sentences. Play the rest of the items, once only.

Marking guide: 1 mark for each correct set of markings. Remove ½ mark for one mistake.

Total marks: 6

Answers

- 1 I know you are wrong.
- 2 Listen and write the right answer.
- 3 We often have History, Science and Mathematics on Wednesday.
- 4 My favorite season is autumn.
- 5 The meeting is on February the twelfth.
- 6 Who climbed onto the island?

Tapescript

Presenter: C Listen and check.

- Voice:
- 1 I know you are wrong.
 - 2 Listen and write the right answer.
 - 3 We often have History, Science and Mathematics on Wednesday.
 - 4 My favorite season is autumn.
 - 5 The meeting is on February the twelfth.
 - 6 Who climbed onto the island?

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 sentence 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 sentence once. Play the rest of the items, once only.

Marking guide: 1 mark for each correct sentence. Remove ½ mark for one mistake.

Total marks: 5

Answers

- 1 Two bikes have crashed in the road.
- 2 They are in a race.
- 3 Some other cyclists are helping them.
- 4 There are lots of people watching.
- 5 They are on the other side of the road.
- 6 The cyclists are not hurt.

Tapescript

Presenter: A Listen and write.

- Voice:
- 1 Two bikes have crashed in the road.
 - 2 They are in a race.
 - 3 Some other cyclists are helping them.
 - 4 There are lots of people watching.
 - 5 They are on the other side of the road.
 - 6 The cyclists are not hurt.

Question B

Aim: For students to show that they recognize the correct answer to a range of yes/no questions.

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

Marking guide: 1 mark for each correct match.

Total marks: 5

Answers

- | | |
|---|---------------------|
| 1 Has there been an accident | 6 Yes, they are. |
| 2 Did the car hit the bus? | 2 Yes, it did. |
| 3 Is the car driver dead? | 1 Yes, there has. |
| 4 Were there any passengers in the car? | 4 No, there weren't |
| 5 Were any pedestrians involved? | 5 No, they weren't. |
| 6 Are they taking the driver to hospital? | 3 No, he isn't. |

Tapescript

Presenter: B Listen and write.

- Voice:
- 1 Has there been an accident?
 - 2 Did the car hit the bus?
 - 3 Is the car driver dead?
 - 4 Were there any passengers in the car?
 - 5 Were any pedestrians involved?
 - 6 Are they taking the driver to hospital?

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: 10

Answers

Possible endings:

- | | |
|--|--------------------------------------|
| 1 What is the safest method of ... | <u>transport?/travelling?</u> |
| 2 Actually we can't answer that ... | <u>question.</u> |
| 3 before we answer another ... | <u>one.</u> |
| 4 How can we measure ... | <u>safety?</u> |
| 5 One way is to look at the number of accidents for each ... | <u>method.</u> |
| 6 In America in 2002, the largest number of accidents involved ... | <u>cars.</u> |
| 7 There were nearly two and a half million ... | <u>car accidents.</u> |
| 8 In second place were accidents ... | <u>involving pedestrians.</u> |
| 9 Pedestrians are people walking near roads or ... | <u>crossing roads.</u> |
| 10 In third place we have ... | <u>accidents involving bicycles.</u> |
| 11 There were 58,000 accidents with ... | <u>cyclists.</u> |

Tapescript

Presenter: B Listen and write.

- Voice:
- 1 What is the safest method of ...?
 - 2 Actually we can't answer that ...
 - 3 before we answer another ...
 - 4 How can we measure ...?
 - 5 One way is to look at the number of accidents for each ...
 - 6 In America in 2002, the largest number of accidents involved ...
 - 7 There were nearly two and a half million ...
 - 8 In second place were accidents ...
 - 9 Pedestrians are people walking near roads or ...
 - 10 In third place we have ...
 - 11 There were 58,000 accidents with ...

Question A

- Aim:** For students to show that they can recognize short sentences and produce the written form.
- Method:** Students should listen to the whole sentence 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 sentences once. Go through the example. Play the rest of the items, once only.
- Marking guide:** 2 marks for each correct sentence. Remove ½ mark for each missing word or extra word.
- Total marks:** 10

Answers

- 1 *I'm reading a good book at the moment.*
- 2 It's an adventure story.
- 3 It's set in the nineteenth century.
- 4 I love this kind of novel.
- 5 A man called Jones was climbing a mountain when he found a map in the snow.
- 6 He went back down the mountain and gave the map to his friend.

Tapescript

Presenter: **A Listen and write.**

- Voice:**
- 1 I'm reading a good book at the moment.
 - 2 It's an adventure story.
 - 3 It's set in the nineteenth century.
 - 4 I love this kind of novel.
 - 5 A man called Jones [PAUSE] was climbing a mountain [PAUSE] when he found a map in the snow.
 - 6 He went back [PAUSE] down the mountain [PAUSE] and gave the map to his friend.

Question B

- Aim:** For students to show that they can recognize key words to identify genre in fiction.
- Method:** Give students time to read the genre words and think about the kind of words they might hear. Go through the example. Play the rest of the items, once only.
- Marking guide:** 1 mark for each correct match.
- Total marks:** 5

Answers

- | | |
|---|-------------------|
| 1 Mary was sitting in her room. She was thinking about the evening before. She remembered the music, the lights. And she remembered seeing Joseph for the first time. Her heart started to beat a little faster... | 3 Science fiction |
| 2 The man was waiting in his car. He was watching the people in the café across the street. One of the men, Reynolds, was sitting in the window. He was laughing and joking with his friends. The man in the car took the gun out of its case... | 4 Historical |
| 3 The pilot looked at the rows of lights on the computer. They were all green. He gave the instruction to the engineer and the rocket began to descend towards the surface of the planet. 'I can't believe it', the pilot thought. 'In a few minutes, I will be the first person to step on to Mars.' | 6 Adventure |

-
- | | | |
|--|---|-------------|
| 4 'Are we all ready?' said the King to his men. 'Yes, sir.' they replied. 'Then let's ride.' He turned his horse and started to ride towards the castle. His men followed on their horses. Each man had a sword or a spear. | 1 | Love story |
| 5 She was quite close to her house when she heard the noise for the first time. It wasn't loud, but it was strange. She looked around but she couldn't see anything. She started to walk faster. The noise got louder. It was much nearer now. She started to run. Suddenly, the noise was all around her. She screamed, but nobody heard her. | 5 | Horror |
| 6 They were nearly at the top of the mountain now. They only had another few metres to go. But the weather was getting worse. 'We must stop before it starts snowing,' Andrew shouted. 'No!' replied Douglas. 'We go on to the top.' Andrew did not speak again, but he was sure it was the wrong decision. | 2 | Crime story |

Tapescript

Presenter: B Listen and write.

- Voice:
- 1 Mary was sitting in her room. She was thinking about the evening before. She remembered the music, the lights. And she remembered seeing Joseph for the first time. Her heart started to beat a little faster...
 - 2 The man was waiting in his car. He was watching the people in the café across the street. One of the men, Reynolds, was sitting in the window. He was laughing and joking with his friends. The man in the car took the gun out of its case...
 - 3 The pilot looked at the rows of lights on the computer. They were all green. He gave the instruction to the engineer and the rocket began to descend towards the surface of the planet. 'I can't believe it', the pilot thought. 'In a few minutes, I will be the first person to step on to Mars.'
 - 4 'Are we all ready?' said the King to his men. 'Yes, sir.' they replied. 'Then let's ride.' He turned his horse and started to ride towards the castle. His men followed on their horses. Each man had a sword or a spear.
 - 5 She was quite close to her house when she heard the noise for the first time. It wasn't loud, but it was strange. She looked around but she couldn't see anything. She started to walk faster. The noise got louder. It was much nearer now. She started to run. Suddenly, the noise was all around her. She screamed, but nobody heard her.
 - 6 They were nearly at the top of the mountain now. They only had another few metres to go. But the weather was getting worse. 'We must stop before it starts snowing,' Andrew shouted. 'No!' replied Douglas. 'We go on to the top.' Andrew did not speak again, but he was sure it was the wrong decision.

Question C

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

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: ½ mark for each possible word or phrase.

Total marks: 5

Answers

Possible endings underlined:

- | | |
|--|---|
| 1 I am doing research into reading habits in ... | <u>English or my country ...</u>
<u>(or any language or country)</u> |
| 2 I want to find out the most popular types of ... | <u>books / novels</u> |
| 3 I looked for information in libraries and ... | <u>on the internet</u> |
| 4 I found a list of the best-selling books for the year ... | <u>2005</u> |
| 5 I put the books into categories; adventure, crime ... | <u>love story, horror</u> |
| 6 Most of the categories are novels, but there are also ... | <u>biographies and autobiographies</u> |
| 7 If you look at Table 1, you will see my ... | <u>results</u> |
| 8 I found that two types of novel were far more popular than ... | <u>the rest / the others</u> |
| 9 In first place are ... | <u>crime novels</u> |
| 10 Love stories are in ... | <u>second place</u> |
| 11 There are three kinds of story in ... | <u>third place</u> |

Tapescript

Presenter: B Listen and write.

- Voice:
- 1 I am doing research into reading habits in ...
 - 2 I want to find out the most popular types of ...
 - 3 I looked for information in libraries and ...
 - 4 I found a list of the best-selling books for the year ...
 - 5 I put the books into categories; adventure, crime ...
 - 6 Most of the categories are novels, but there are also ...
 - 7 If you look at Table 1, you will see my ...
 - 8 I found that two types of novel were far more popular than ...
 - 9 In first place are ...
 - 10 Love stories are in ...
 - 11 There are three kinds of stories in ...

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 sentence 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 sentence once. Play the rest of the items, once only.
- Marking guide:** 2 marks for each correct sentence. Allow up to two mistakes.
- Total marks:** 10

Answers

- 1 I can't bear game shows.
- 2 There are so many hobby programmes on television now.
- 3 Soap operas are very silly but I love them.
- 4 There aren't many good music programmes on at the moment.
- 5 The new comedy show on Channel 2 doesn't make me laugh at all.
- 6 I like talk shows when they get interesting people on.

Tapescript

Presenter: A Listen and write.

- Voice:**
- 1 I can't bear game shows.
 - 2 There are so many hobby programmes on television now.
 - 3 Soap operas are very silly but I love them.
 - 4 There aren't many good music programmes on at the moment.
 - 5 The new comedy show on Channel 2 doesn't make me laugh at all.
 - 6 I like talk shows when they get interesting people on.

Question B

- Aim:** For students to show that they can recognize key words to identify genre in television programmes.
- Method:** Give students time to read the genre words and think about the kind of words they might hear. Go through the example. Play the rest of the items, once only.
- Marking guide:** 1 mark for each correct match.
- Total marks:** 5

Answers

- | | |
|--|---------------|
| 1 It is on every night. It tells you the events of the day, the accidents, crimes and fighting in your country and in the rest of the world. | 6 Game show |
| 2 One person, an interviewer, talks to famous people. The interviewer asks the people about their lives. | 1 Historical |
| 3 This type of programme gives you information about real people and real events. | 3 Documentary |
| 4 You learn how to do something from this kind of programme. For example, how to cook, or how to do things for yourself around the house | 5 Soap opera |

-
- | | |
|--|---|
| <p>5 In this kind of programme, you learn about the lives of a group of ordinary people. But the people are not real, and they do not have ordinary lives. Many things happen to the people every week.</p> <p>6 This kind of programme is very popular. One person asks questions and another person, or a group of people, tries to answer them. They are usually general knowledge questions. At the end, the person or the people may win a prize.</p> | <p>2 Talk show</p> <p>4 Hobby programme</p> |
|--|---|

Tapescript

Presenter: **B Listen and write.**

- Voice:**
- 1 It is on every night. It tells you the events of the day, the accidents, the crimes and the fighting in your country and in the rest of the world.
 - 2 One person, an interviewer, talks to famous people. The interviewer asks the people about their lives.
 - 3 This type of programme gives you information about real people and real events.
 - 4 You learn how to do something from this kind of programme. For example, how to cook, or how to do things for yourself around the house.
 - 5 In this kind of programme, you learn about the lives of a group of ordinary people. But the people are not real, and they do not have ordinary lives. Many things happen to the people every week.
 - 6 This kind of programme is very popular. One person asks questions and another person, or a group of people, tries to answer them. They are usually general knowledge questions. At the end, the person or the people may win a prize.

Question C

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

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 possible word.

Total marks: 5

Answers

Possible answers underlined:

- | | |
|---|-----------------|
| 1 I don't watch television very much, because I have a lot of ... | <i>hobbies.</i> |
| 2 I like quiz shows. The questions make you ... | <u>think</u> . |
| 3 I don't like sports programmes. I find them very ... | <u>boring</u> . |
| 4 I watch the news every ... | <u>night</u> . |
| 5 I love talk shows when they have famous ... | <u>people</u> . |
| 6 I don't watch comedy programmes. I don't find them ... | <u>funny</u> . |

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 sentence 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 sentence once. Play the rest of the items, once only.
Marking guide: 1 mark for each correct sentence. Allow up to two mistakes.
Total marks: 5

Answers

- 1 *How long can you keep fresh food for?*
- 2 For some things, there is no limit, for example, salt, coffee and tea.
- 3 But we must keep them in a cool dry place.
- 4 However, we can only keep cooked meat and fish for one day.
- 5 And we must wrap it and keep it in a refrigerator.
- 6 An Australian produced the first refrigerator in 1856.

Tapescript

- Presenter: A Listen and write.**
- 1 How long can you keep fresh food for?
 - 2 For some things, there is no limit, for example, salt, coffee and tea.
 - 3 But we must keep them in a cool dry place.
 - 4 However, we can only keep cooked meat and fish for one day.
 - 5 And we must wrap it and keep it in a refrigerator.
 - 6 An Australian produced the first refrigerator in 1856.

Question B

- Aim:** For students to show that they can recognize key questions about food and drink and recognise appropriate replies.
Method: Give students time to read the replies and think about the kind of questions they might hear. Go through the example. Play the rest of the items, once only.
Marking guide: 1 mark for each correct match.
Total marks: 5

Answers

- | | |
|-------------------------------|------------------------|
| 1 Are you ready to order? | 3 Yes, please. |
| 2 What would you like to eat? | 1 Yes, I am. |
| 3 Would you like a drink? | 5 No, I like it black. |
| 4 Do you want tea or coffee? | 6 Thank you. |
| 5 Would you like some milk? | 2 Eggs, please. |
| 6 Thank you. | 4 Coffee, please. |

Tapescript

Presenter: B Listen and write.

- Voice: 1 Are you ready to order?
2 What would you like to eat?
3 Would you like a drink?
4 Do you want tea or coffee?
5 Would you like some milk?
6 Thank you.

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: 10

Answers

Possible endings – other endings are possible.

- 1 coffee.
- 2 bad for you.
- 3 a day.
- 4 popular.
- 5 ways.
- 6 cups of tea a day.
- 7 drinks?
- 8 juice.
- 9 sugar.
- 10 glass.
- 11 day.

Tapescript

Presenter: C Listen and write.

- Voice: 1 The most popular hot drink in the world is ...
2 But coffee can be very ...
3 Drink only two cups ...
4 Tea is also very ...
5 But tea is very similar to coffee in many ...
6 So, drink only two ...
7 What about cold ...
8 You probably drink too much cola and fruit ...
9 Cola and fruit juices contain lots of ...
10 So each day you should only drink one ...
11 And don't forget to drink a lot of water every ...

