

CHAPTER III

5. PROPORSAL DESIGN

IMPLEMENTATION OF A GUIDE FOR TEACHERS WITH BAND DESCRIPTORS TO ASSESS THE ENGLISH PRODUCTIVE AND RECEPTIVE SKILLS TO IMPROVE THE EVALUATION PROCESSES IN THE STUDENTS OF THE FOURTH COURSES AT PRIMERO DE ABRIL HIGH SCHOOL DURING THE PERIOD 2010-2011.

5.1 INFORMATIVE DATA

Institution:	Primero de Abril high school
Location:	Urban area (Hnas Páez y Oriente)
Province:	Cotopaxi
City:	Latacunga
Parish:	La Matriz
Educators' staff:	77
Administrative staff:	12
Specialities:	Social sciences, accounting, chemistry, physical mathematics, Informatics, International Bachelor.
Researchers:	Olga S. Abedrabbo R. Darío X. Chacón H.

5.2 JUSTIFICATION

The evaluative process in the underdeveloped countries is applied in the same way than in the ancient times, which has caused the continuous use of traditional models at the time to assess students, especially during the acquisition of the English as a second language.

Nevertheless, the educative field is open to new and innovating changes; this is the reason for which the researcher group considers that the adoption of a guide for teachers with band descriptor as a tool to assess students is really indispensable in a secondary institution, because the students need to know under which parameter they are being assessed.

So, that is the way to give them a score, but taking into account different factors such as (quantitative and qualitative), in order to evaluate students in a right way to realize about their weaknesses and strengths; it would increase their interest in the acquisition of the English language

In addition, It is necessary that teachers use an effective rating scale to assess students according their capacity of receiving and producing a foreign language in this case English; so it is crucial to manage a scale which will contain some descriptions (band descriptors) at the moment to evaluate the students' abilities with the simple action to read and use the scale choosing the most appropriated rate.

5.3 OBJECTIVES

GENERAL

- To improve the evaluative process through the implementation of a guide for teachers with band descriptors to assess the English productive and receptive skills in the students of fourth courses at Primero de Abril high school.

SPECIFIC

- To give students a useful tool through the constant use of assessing parameters in the four English skills, in order to measure their progress or regression over their knowledge.
- To incorporate a rating scale to assess students in the performance of each English skill, in order to innovate the evaluative process.
- To include a guide with band descriptors usage for teachers to help them to take into account the learners strengths and weaknesses and give them quantitative and qualitative results during their evaluation.

5.4 PROPOSAL DESCRIPTION

Teaching English with a band descriptors guide as teachers support is so interesting and it can solve many problems at the moment to evaluate students' abilities in order to help or facilitate the teachers' assessment.

The guide with band descriptors contains useful activities with their own evaluative charts which allow that students know their weaknesses and strengths, but taking into account the traditionalist and constructivist methods, so this guide is conformed for five units.

The first unit contains listening activities with its band descriptors chart. The second one encloses reading exercises. The third one includes speaking activities. The unit four embraces writing exercises and the last unit connect

the four skills integrating them, each unit present its own band descriptors chart as exercises and activities complement.

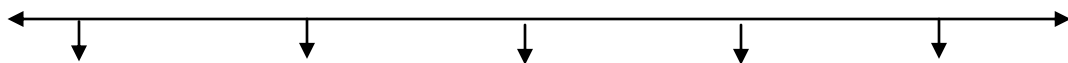
5.5 THE WAY TO ASSESS STUDENTS

The band descriptors scale offer educators an automatic assessment tool for the tasks in the four English competences, this technique is useful to:

- Give students a determined level
- Give students an official score
- Guarantee an adequate qualitative and quantitative consistency.
- Ensures the pupils reflection through a description of their level of performance.
- Determine students' advantages and disadvantages.
- Accomplish the tasks requirements.

The execution of these points, allow professors to measure the effectiveness of the language contents in each skill.

The criteria for grading students are presented in a grid and the performance levels are segmented by terms such as:



Expert users very good users good users modest users limited users

The educators can use these guidelines to improve the evaluative process, because they facilitate the communication which delineates both the strongest and weakest ways that students can complete in an assignment.

5.6 FOUNDATION

This thesis project gives essential importance to the English evaluative process in order to implement a guide to help teachers at the moment to validate the students' knowledge.

The researcher group wants to modify or give assessing options for adapting the knowledge through a scale of band descriptors.

THEORETICAL

The theoretical foundation was used as starting point to develop and execute this work, this one never misses because it contains all the important data which is helpful in the practice.

SCIENTIFIC

Nowadays English has a universal importance, because everybody wants to be updated and trained in order to go around in the scientific and technological world advance.

METHODOLOGICAL

English language is teaching taking into account the capacity and the level, for this reason teachers need to adopt parameters to assess students progress.

PSYCHOLOGICAL

For communicating English it is vitally important to create a relaxed environment without pressure, whose positive atmosphere can reflect good connection and interaction between the teacher and student.

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Unit One

Assessing listening skill

Exercise 1

Band descriptor to assess predicting and understanding

Exercise 2

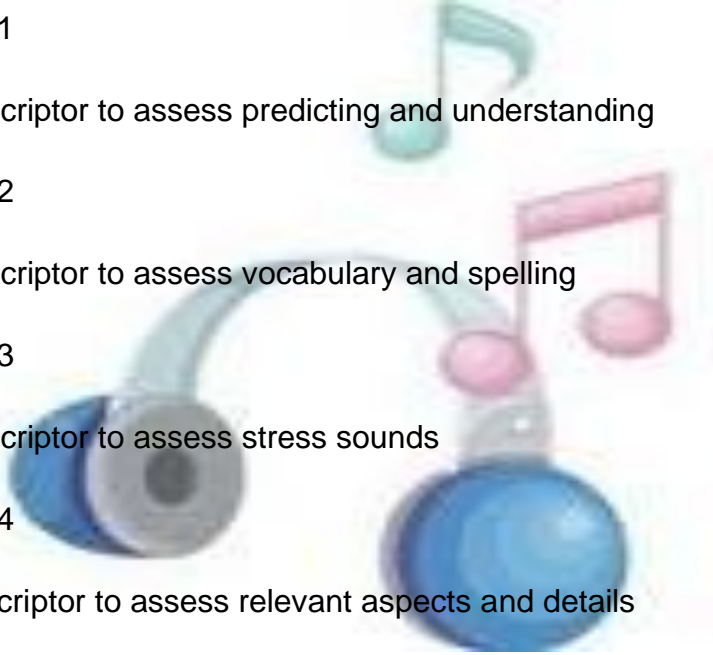
Band descriptor to assess vocabulary and spelling

Exercise 3

Band descriptor to assess stress sounds

Exercise 4

band descriptor to assess relevant aspects and details



Unit two

Assessing reading

Exercise 1

Band descriptor to assess pronunciation and fluency

Exercise 2

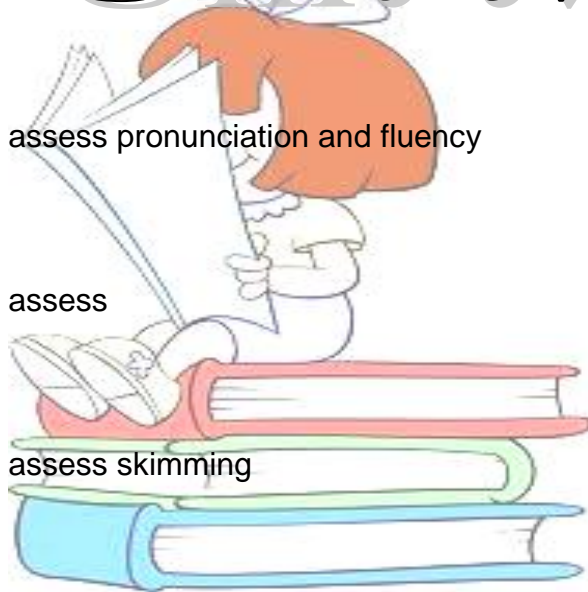
Band descriptor to assess

Exercise 3

Band descriptor to assess skimming

Exercise 4

Band descriptor to assess scanning



Unit three

Assessing speaking

Exercise 1

band descriptor to assess message coherence and vocabulary

Exercise 2

band descriptor to assess pronunciation and fluency

Exercise 3

band descriptor to assess spontaneity/questioning and answering

Exercise 4

Band descriptor to assess grammar and spelling

Unit four

Assessing writing skill

Exercise 1

Band descriptor to assess vocabulary and grammar tasks

Exercise 2

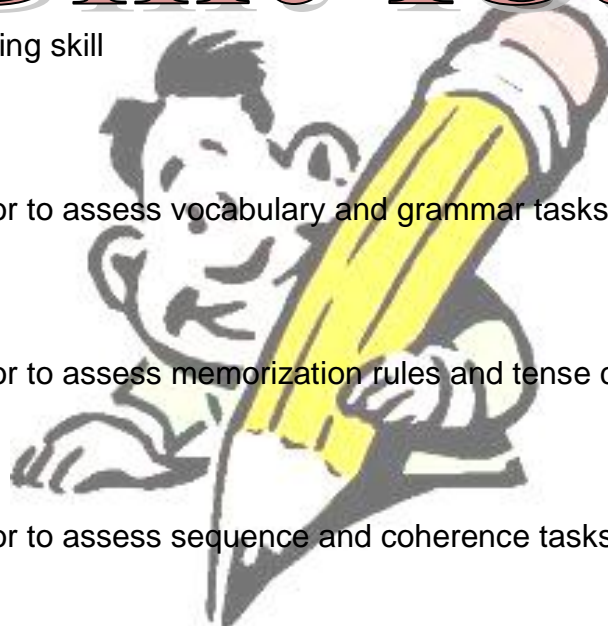
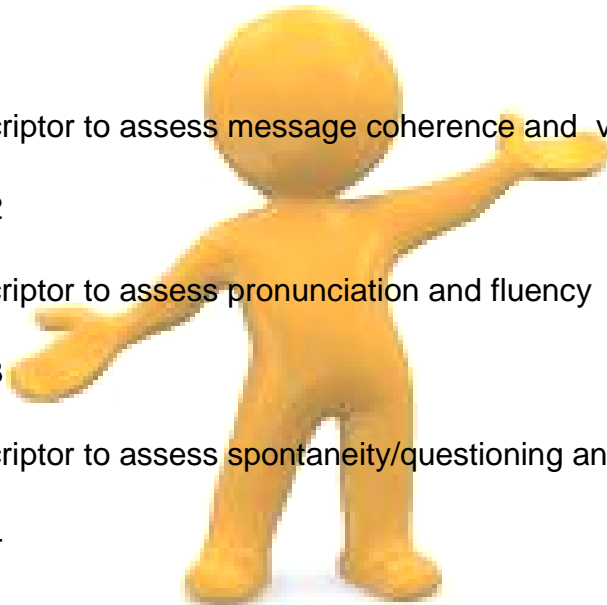
Band descriptor to assess memorization rules and tense conjugation tasks

Exercise 3

Band descriptor to assess sequence and coherence tasks

Exercise 4

Band descriptor to assess inferences tasks



Unit five

Assessing Integrated skills

Exercise 1

Band descriptor to assess connection among ideas

Exercise 2

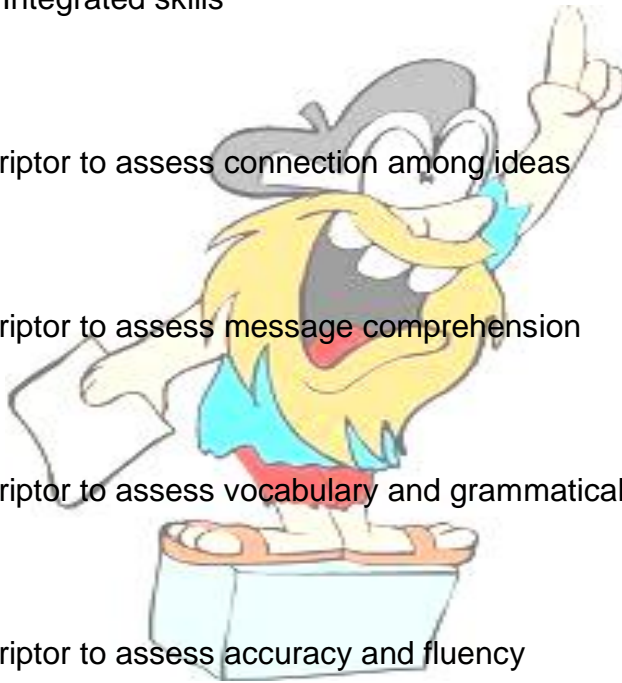
Band descriptor to assess message comprehension

Exercise 3

Band descriptor to assess vocabulary and grammatical structure

Exercise 4

Band descriptor to assess accuracy and fluency



listening



ASSESSING LISTENING SKILL

Listening is a very important skill because it is an act that all human beings perform each day with the only objective to comprehend the situations that happen around the world through the brain interpretation.

It is a vitally important process by which is possible recognize pronunciation, meanings, intonation and so on; in other words listening involves a mental action because it permit analyze and reason but not only hear as a physical action.

Teachers can assess listening tasks through the use of radio and television programs or tapes,

Listening aspects:

- Predicting and understanding
- Vocabulary and spelling
- Stress sounds.
- Relevant aspects and details

Examples:

Exercise: 1

Listen the dialogue about a TV program called the cream of the cake and retell the story. Use the next questions as clues.

➤ What was the name of the program?

➤ What were the names of the girls'?

➤ Were they friends?

➤ Who was the person that they met?

➤ What was the problem?

➤ Which were the troubles or consequences?

➤ What was the solution or the end of the story?



BAND DESCRIPTORS TO ASSESS PREDICTION AND UDERSTANDING

RATE	SCORE	LEVEL	GOALS	TASK DEVELOPMENT
5	5	expert users	<p>To predict the problem, the development, the consequences and the solution.</p> <p>To listen the responses clearly and cover the details.</p>	<p>Understands the main idea and the details of a complex discussion.</p> <p>Paraphrases the information with great range of assimilation</p>
4	4	Very good users	<p>To predict the problem the development and the consequences.</p> <p>To cover all the important points sufficiently.</p>	<p>Understands the general idea of a complex discussion.</p> <p>Retells the information, mentioning details and giving an extra opinion.</p>
3	3	Good Users	<p>To predict the problem and consequences.</p> <p>To comprehend essential information.</p>	<p>Understands the main idea of a simple discussion.</p> <p>Retells the information with a good level of reception.</p>
2	2	Modest users	<p>To predict the solution.</p> <p>To cover the general idea.</p>	<p>Understands the main idea of basic information.</p> <p>Retells simple information.</p>
1	1	Limited users	<p>To predict the end.</p> <p>To have a clue over the main idea.</p>	<p>Understands the main idea of non exigent information.</p> <p>Retells the general idea.</p>

Exercise: 2

a) You are going to listen to five people talking about their job. In each case write what the job is.

- Speaker 1.....
- Speaker 2.....
- Speaker 3.....
- Speaker 4.....
- Speaker 5.....

b) Now listen to the extracts again and answer the questions.

- Who travels a lot?
- Who loves their job?
- Who has long holidays?
- Who works in an office?
- Who looks after the animals?



BAND DESCRIPTORS TO ASSESS VOCABULARY AND SPELLING

RATE	SCORE	LEVEL	GOALS	TASK DEVELOPMENT
5	5	expert users	To get all the possible words, phrases expressions that speaker mentioned and at the same time recognize the right sounds.	Understands the main idea and the details of a complex discussion. Paraphrases the information with great range of assimilation
4	4	Very good users	To memorize the most relevant details and ideas.	Understands the general idea of a complex discussion Retells the information, mentioning details and giving an extra opinion.
3	3	Good users	To receive the particular data in order to increase their lexicon.	Understands the main idea of a simple discussion. Retells the information with a good level of reception.
2	2	Modest users	To appreciate speaker info without misunderstanding the opinions.	Understands the main idea of a basic the information. Gives conclusions as a complement.
1	1	Limited users	To comprehend the most known words and sounds.	Understands the main idea of non-exigent information.

Exercise: 3

a) Listen and write the words in the lists

More door always learning girl working talking birthday

[ɜ:]

.....
.....
.....
.....

[ɔ:]

.....
.....
.....
.....

b) Underline the words with /ɜ : / sound. Circle the words with /ɔ : / sound.

- 1) All over the world.
- 2) I was born in turkey.
- 3) Bert is working in Portugal.
- 4) The girls are organizing their research.
- 5) Laura was early for work this morning.



BAND DESCRIPTORS TO ASSESS STRESS SOUNDS

RATE	SCORE	LEVEL	GOALS	TASK DEVELOPMENT
5	5	expert users	To pay attention and great concentration to the tape in order to receive accurately data.	Evidences an extensive and clear knowledge about sounds.
4	4	Very good users	To listens for specific sounds in order to complete the task coherently.	Promotes agreement at the moment of listen the sounds.
3	3	Good Users	To comprehend essential information in order to supply the task sufficiently.	Able to make the differences between the sounds with minor errors. A good level of reception.
2	2	Modest users	To control at least one correct answer in order to get an idea about the sounds function.	Understands some sounds but there is a considerable number of errors.
1	1	Limited users	To skip the difficult parts and start listening for simple ones in order to win time.	No identifies the difference between the sounds.

Exercise: 4

a) Look at the picture about Julie Baker. Where do you think she comes from? What's her hobby? Listen carefully and answer the questions.

How old is Julie?

What normal activities does she like?

What does she learn on Sundays from 8.00 to 10.45?

What doesn't Julie like very much?

What does Julie want to be in the future?



b) Listen the tape again and underline the correct words.

a) Julie is/isn't from England.

b) She wants to be a pilot/teacher.

c) Her lessons start/finish at 8 o'clock.

d) She enjoys/doesn't enjoy her lessons.

e) She loves/hates flying.

f) Julie's parents want/don't want her to stop flying.



BAND DESCRIPTORS TO ASSESS RELEVANT ASPECTS AND DETAILS

RATE	SCORE	LEVEL	GOALS	TASK DEVELOPMENT
5	5	expert users	To listen successfully the data To establish a relationship between the main topic and the ideas	Recognizes the precise facts about listening.
4	4	Very good users	To obtain meaning of the most important points. To catch particular information.	Shows evidence about all that has been heard.
3	3	Good users	To share the significant argumentation. To exchange some characteristics.	Communicates to others some facts.
2	2	Modest users	To focus on the main subject. To describe the topic but without cover any detail.	Exposes little features over the topic.
1	1	Limited users	To appreciate sufficiently the communication. To avoid exaggerate the details.	Connects the data with difficulties.

reading



ASSESSING READINGSKILL

Reading is an authentic form to obtain information and learn a new language; it is the way to critic, analyze and enjoy a text which is being read.

There is a close relationship between the reader and the text, because the reader can integrate information in the text with existing knowledge.

Reading ability is very difficult to assess accurately. In the communicative competence the students might be able to use reading to accomplish communication goals. This means that assessment of reading ability needs to be correlated with purposes for reading.

The reader has to use some strategies to read well, these ones are:

Investigating the type of text

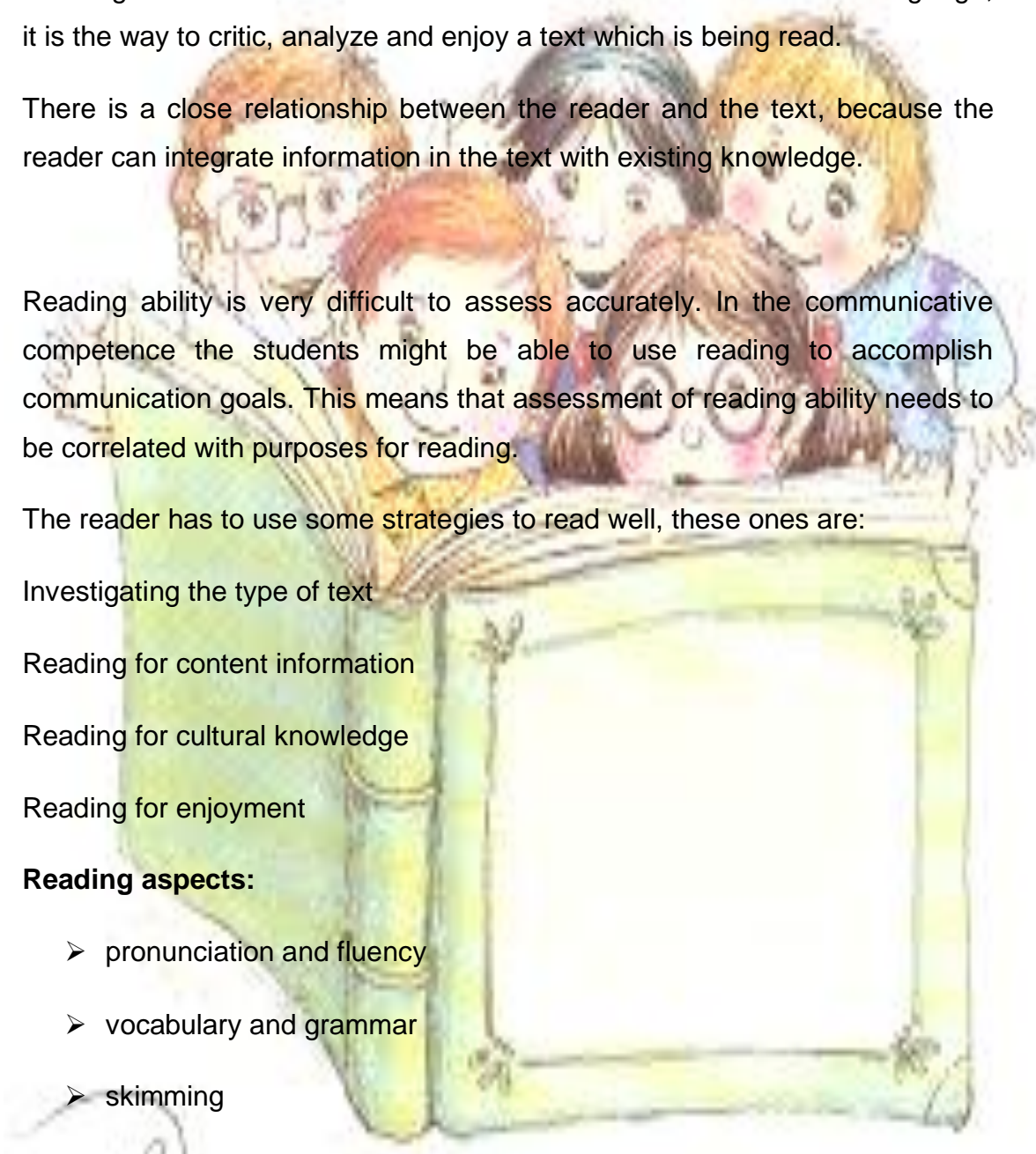
Reading for content information

Reading for cultural knowledge

Reading for enjoyment

Reading aspects:

- pronunciation and fluency
- vocabulary and grammar
- skimming
- scanning



Examples:

Exercise: 1

How old is Pauline? Where is she and what is she doing there? Read the text quickly to find the answers

HARD WORK AND NO MONEY

Every year thousands of young people in Britain finish school and then take a year before they start work or go to university some of young people go to other countries and work as volunteers. Volunteers give their time to help people; for example, they work in schools, hospitals or help with conservation.

Pauline Jones, 18, lives in Cardiff, Wales. Next year she wants to go to the university to study Spanish, but now she's living in Belize. Pauline says, I'm working with other people here to protect the coral reefs in the sea near Belize. The reefs here are beautiful, but if the sea water is polluted, the coral dies. I'm helping to do research on the coral and the fish that live around the reefs. All over the world, coral reefs are dying. We need to do something about the problem before it's too late.

I'm staying with a family here and I help with the cooking and the cleaning, I don't get any money, but that's OK. I love my work here, and I'm learning a lot about the people of Belize –and myself! When I finish my work, I want to stay here for another here months. I want to travel around Belize and Central America.



BAND DESCRIPTORS TO ASSESS PRONUNCIATION AND FLUENCY

RATE	SCORE	LEVEL	GOALS	TASK DEVELOPMENT
5	5	expert users	<ul style="list-style-type: none"> ❖ To pronounce correctly the words sounds. ❖ To read the text using an excellent rhythm respecting the punctuation marks. 	<ul style="list-style-type: none"> ✓ Uses a full range of pronunciation with precision features. ✓ Speaks fluently with only rare repetition or self correction.
4	4	Very good users	<ul style="list-style-type: none"> ❖ To pronounce as well as possible the words and phrases of the text. ❖ To read the text employing an adequate rhythm and making noticeable the task answers. 	<ul style="list-style-type: none"> ✓ Uses a wide range of pronunciation features. ✓ Speaks fluently with only occasional repetition or self-correction.
3	3	Good Users	<ul style="list-style-type: none"> ❖ To make understandable the text using a good pronunciation. ❖ To read the text without attending some distractions. 	<ul style="list-style-type: none"> ✓ Uses a good range of pronunciation features. ✓ Maintains flow of speech but uses repetition.
2	2	Modest users	<ul style="list-style-type: none"> ❖ To pronounce well as least the main or underlined phrases in the text. ❖ To read the text without make any interruption. 	<ul style="list-style-type: none"> ✓ Uses a narrow range of pronunciation features. ✓ Responds with noticeable pauses and speak slowly, with frequent repetition and self-correction.
1	1	Limited users	<ul style="list-style-type: none"> ❖ To pronounce at least three words at time or continuously. ❖ To avoid making several interruptions at reading. 	<ul style="list-style-type: none"> ✓ Uses a limited range of pronunciation features. ✓ Speaks with long pauses.

Exercise: 2

Read the text quickly. Check the vocabulary and tense of conjugation.

THE WOMAN WHO LIVES IN A TREE

Julia Hill, an American woman, was born in 1974. She was 23 years old when she discovered that a company wanted to cut down part of a forest in California. In the forest there were lots of reedwood trees. One of the trees was 70 metres tall and 1000 years old.

Julia wasn't happy about this. She travelled to California and climbed up the tree. "If I sit in the tree", she said, "the company can't cut it down". At the beginning, Julia planned to stay in the tree for two weeks. She lived in a small tree-house and her friends were very helpful- they cooked food for her every day. She used her mobile phone to talk to her family and to news reporters. She stayed in the tree day and night.

Environmental organizations supported her but other people weren't on her side and they tried to stop her. The company use a helicopter that stay near her tree- house for a long time. The helicopter was very noisy and there was a lot of wind. Julia didn't like it, but she stayed in the tree.

In the end she was successful. The company agreed not to cut down the redwood.

Finally, after two years and eight days in the tree, Julia Hill climbed down and walked on the ground again. She and her friends were very happy.



BAND DESCRIPTORS TO ASSESS VOCABULARY AND GRAMMAR

RATE	SCORE	LEVEL	GOALS	TASK DEVELOPMENT
5	5	expert users	To obtain vocabulary and check the tense as much as you can.	Acquires extensive vocabulary and excellent grammatical structure.
4	4	Very good users	To find new vocabulary and expressions. To Check carefully the grammar changes.	Gets new vocabulary and good grammatical organization.
3	3	Good users	To locate the vocabulary in each paragraph. To observe the negative auxiliaries in the text	Obtains enough vocabulary to express ideas. Notices some gramatical sense.
2	2	Modest users	To find the most common words you already known and simple grammatical structures.	Finds the most known vocabulary. Realizes a little about grammatical structures.
1	1	Limited users	To skip the difficult parts and continue with the easy ones.	Finds minimized vocabulary. Produces noticeable grammatical confusion.

Exercise: 3

Skim to the following text to get a general idea of topic. Then select a suitable title for the text (a-d).

In the 1936 Olympic Games in Berlin, there were only two athletes with a chance to win the gold medal in the final of the long jump. One was Lutz Long, a German long jumper, and the other was Jesse Owens, a black American from Cleveland. Adolf Hitler, the leader of Nazi Germany, was in the stadium and he wanted that Lutz Long win.

At the beginning of the competition, Jesse Owens had some problems because he stepped over the white line twice. Everybody in the stadium thought that Lutz Long was going to win. But then something surprised happened. Lutz Long went to talk to Owens to help him. Owens listened to what Long told him. In his next jump, Owens didn't step over the line and his jump was good.

The next two jumps by both athletes were excellent and everybody in the stadium was very excited. But finally, with his last jump, Owens beat Long by 27 centimeters and won the gold medal. This was the second of the four gold medals that Jesse Owens won in the 1936 Olympics.

Adolf Hitler was very angry and he left the stadium. The first person to shake hands with Owens was Lutz Long. The two men became good friends and they stayed friends after the Olympics.

A short time before he died in 1979, Jesse Owens talked about what happened in the Berlin Olympics. He said "I four gold medals in Berlin, but I won something much better and more important than that: Lutz Long's friendship".

- a) 1936 Olympic Games in Berlin
- b) Adolf Hitler disagreement
- c) The start of a great friendship
- d) Lutz Longs vs. Jesse Owens



BAND DESCRIPTORS TO ASSESS SKIMMING

RATE	SCORE	LEVEL	GOALS	TASK DEVELOPMENT
5	5	expert users	❖ To read and relate the correct title about the text already read as fast as you can.	✓ Catches the general idea of the text very fast.
4	4	Very good users	❖ To get the title without paying attention to the details.	✓ Recognizes some key words that show the real answer.
3	3	Good users	❖ To find the title of the text without reading every single word that the reading include.	✓ Appreciates the extra data like pictures.
2	2	Modest users	❖ To understand the text in context.	✓ Recognizes the main topic with difficulty
1	1	Limited users	❖ To avoid reading every part of the text until you find what you are looking for.	✓ Confuses the general idea of the topic.

Exercise: 4

In this text three people are describing their favorite meal. Read the text and answer the questions.

Favorite food

Dianne

My favorite food is lasagna. I make it with beef or seafood in a tomato sauce.

Of course you need pasta as well and some thick sauce made from milk. I put lots of cheese in my lasagna and I usually eat it with a green salad.

Max

Indian curries are very popular in Britain, and I really love them. Dad often cooks a curry using chicken or beef, onions, spices, garlic and yogurt. It's served with rice.

Some people have Indian bread with their curry, but I don't like it much.

Maria

I'm a vegetarian, and one of my favorite dishes is carrot soup. It's very good for you and it's quick and easy to make. You just need carrots, onions and potatoes, and the juice of an orange. When I serve the soup I put cheese on top and I eat it with toast.

- 1) Who doesn't eat meat? Why?
- 2) Who eats chicken?
- 3) Who has some bread with their meal?
- 4) Who sometimes uses fish in their meal?

BAND DESCRIPTORS TO ASSESS SCANNING

RATE	SCORE	LEVEL	GOALS	TASK DEVELOPMENT
5	5	expert users	❖ To obtain particular and significant data over the article that has been read.	✓ Understands everything about the reading.
4	4	Very good users	❖ To attain the relevant aspects.	✓ Realizes of the specific characteristics that a reading encloses.
3	3	Good users	❖ To take details that any reading contains.	✓ Appreciates the supporting ideas of the reading.
2	2	Modest users	❖ To acquire just the general idea.	✓ Recognizes the main topic.
1	1	Limited users	❖ To read but not just for spend time.	✓ Enjoys reading but without understand anything.

speaking



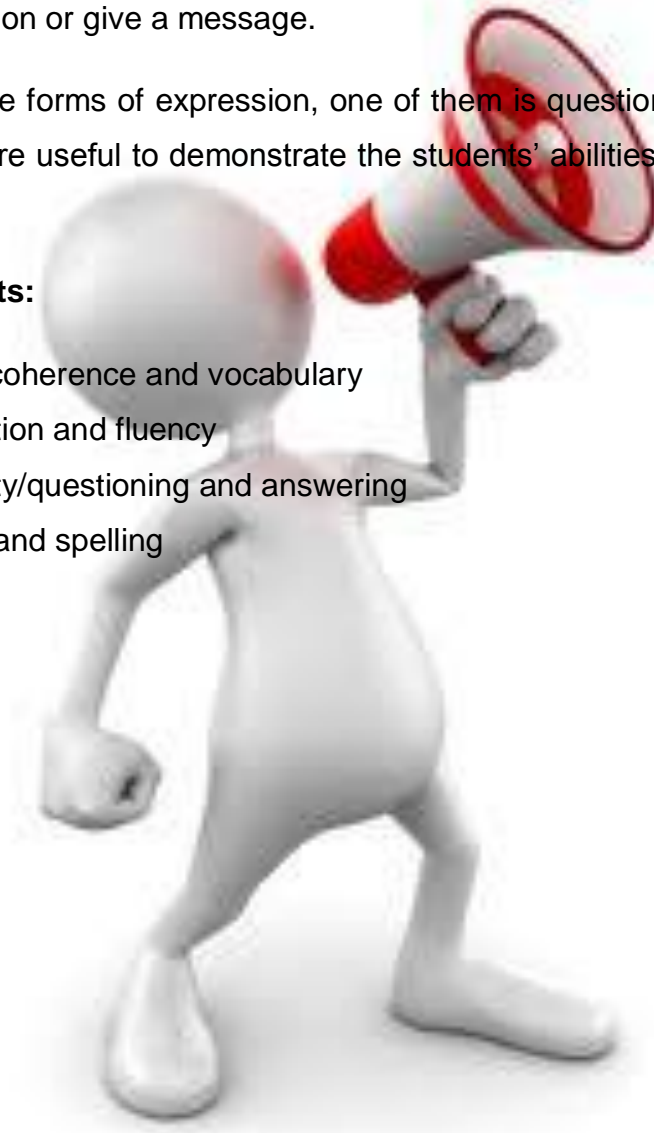
ASSESSING SPEAKING SKILL

The speaking skill has as a main goal which is the communicative efficiency to produce language, so communicative output activities use the language as a tool to share information or give a message.

There are multiple forms of expression, one of them is questioning and answering activities which are useful to demonstrate the students' abilities to ask and answer the questions.

Speaking aspects:

- Message coherence and vocabulary
- Pronunciation and fluency
- Spontaneity/questioning and answering
- Grammar and spelling



EXAMPLE:

EXERCISE 1:

Put the pictures in order to make a story. Then describe what is happening in each picture.





BAND DESCRIPTORS TO ASSESS MESSAGE COHERENCE AND VOCABULARY

RATE	SCORE	LEVEL	GOALS	TASK DEVELOPMENT
5	5	expert users	<p>To organize the information logically.</p> <p>To describe the story accurately.</p> <p>To give a creative message.</p>	<p>Demonstrates complete message coherence.</p> <p>Manages a wide range of vocabulary and superior grammatical structure.</p>
4	4	Very good users	<p>To engage the information in a right way.</p> <p>To describe most of the activity in the story.</p> <p>To share an original message.</p>	<p>Demonstrates compressive message coherence.</p> <p>Produces very good vocabulary and advanced grammatical structure.</p>
3	3	Good Users	<p>To categorize the information appropriately.</p> <p>To use important description details</p> <p>To present a significant message.</p>	<p>Shows some message coherence.</p> <p>Controls sufficient vocabulary and grammatical control.</p>
2	2	Modest users	<p>To articulate as less as possible</p> <p>To describe at least some of the activity in the story.</p> <p>To cover a general message.</p>	<p>Reveals little logical message coherence.</p> <p>Generates simple vocabulary and has little grammatical mistakes.</p>
1	1	Limited users	<p>To distinguish the settings of the story.</p> <p>To avoid no response description.</p> <p>To avoid confusions about the message.</p>	<p>Fails communicating message coherence.</p> <p>Formulates limited vocabulary and has visible grammatical mistakes.</p>

Exercise: 2

- a) Imagine that Lisa is your new friend and this is his first letter. Read her letter.
What are her hobbies and interests?

Hi

I'm Lisa Franklin. I'm Canadian and I live in Montreal. I'm fifteen

I love sports. My favorite hobby is painting. I also like tennis (I'm in a tennis club at school) and I enjoy riding my bike. I love watching TV, especially Formula 1 races! I really like Michael Schumacher.

My best friend is Sonia. We listen to music a lot. Her favorite singer is Alanis Morissette. I think Alanis is a great singer, but my favorite is Jennifer Lopez.

Write soon

Lisa

- b) Give a reply to Lisa in oral form. Include this information:

- Your name, nationality and age
- Where you live
- Your hobbies and interests
- Some information about your friend(s)



BAND DESCRIPTORS TO ASSESS PRONUNCIATION AND FLUENCY

RATE	SCORE	LEVEL	GOALS	TASK DEVELOPMENT
5	5	expert users	<ul style="list-style-type: none"> ❖ To have a sustained speech with any problem at the moment to express the information. ❖ To have generally an excellent fluid. 	<ul style="list-style-type: none"> ➤ Gives to the listeners an exceptional speech.
4	4	Very good users	<ul style="list-style-type: none"> ❖ To demonstrate a good control in the words intonation. ❖ To uses all the indispensable pauses if it was necessary. 	<ul style="list-style-type: none"> ➤ Speaks expressing the best management of pronunciation and fluency.
3	3	Good users	<ul style="list-style-type: none"> ❖ To emit the words sounds using the enough precision. ❖ To emit the information without hesitation. 	<ul style="list-style-type: none"> ➤ Produces an acceptable speaking but with some mistakes.
2	2	Modest users	<ul style="list-style-type: none"> ❖ To pronounce words with some effort. ❖ To speak with the appropriate pauses. 	<ul style="list-style-type: none"> ➤ Makes listeners not understand clearly the information.
1	1	Limited users	<ul style="list-style-type: none"> ❖ To communicate avoiding intonation and pronunciation problems. ❖ To communicate but without a lot of effort. 	<ul style="list-style-type: none"> ➤ Creates in the listeners many confusions about all was said.

Exercise: 3

Make a description of your usual school day.

What time do you usually get up?

What time do you leave your home?

What time do the lessons begin?

What time do you have the break?

Do you have lunch at school? What do you eat?

What time do the lessons finish?

What do you do after school?

How much time do you spend on homework in the evening?



BAND DESCRIPTORS TO ASSESS SPONTANEITY/QUESTIONING AND ANSWERING

RATE	SCORE	LEVEL	GOALS	TASK DEVELOPMENT
5	5	expert users	❖ To describe the information required in natural way.	✓ Understands and replays all the questions briefly.
4	4	Very good users	❖ To explain the information thinking and answering at the same time.	✓ Answers all the questions without troubles.
3	3	Good users	❖ To answer the questions without ask for repetition.	✓ Responds only the questions but asking twice.
2	2	Modest users	❖ To respond only the advisable questions.	✓ Not understands and answers all the questions
1	1	Limited users	❖ To avoid spending so much time in each answer.	✓ Stills thinking the questions and answers excessively.

Exercise: 4

Look at the table about plural nouns. Then describe the picture using there is/there are and plural nouns.

Plural nouns rules

Regular plural nouns	Irregular plural nouns
Add s chair chairs	man men
Add es dish dishes	woman women
box boxes	child children
watch watches	person people
address addresses	
y ies dictionary dictionaries	

There is a teacher in the classroom..

There are some chairs.





BAND DESCRIPTORS TO ASSESS GRAMMAR AND SPELLING

RATE	SCORE	LEVEL	GOALS	TASK DEVELOPMENT
5	5	expert users	<ul style="list-style-type: none"> ❖ To describe the picture using affirmative and negative there is/are sentences. ❖ To spell the plural regular-irregular nouns in the right way. 	<ul style="list-style-type: none"> ✓ Demonstrates excellent control of complex grammatical structures. ✓ Arranges a prepared spelling to share from the assigned topic.
4	4	Very good users	<ul style="list-style-type: none"> ❖ To use (there is and there are) with wisdom. ❖ To denotes accuracy in the spelling of nouns. 	<ul style="list-style-type: none"> ✓ Exposes a brilliant and acceptable grammar. ✓ Displays a suitable use of spelling to share from the assigned topic.
3	3	Good users	<ul style="list-style-type: none"> ❖ To explain the picture satisfactorily using there is/are only in affirmative way ❖ To spell all the regular nouns that you can find. 	<ul style="list-style-type: none"> ✓ Exhibits grammar and little vocabulary. ✓ Promotes a good average of words spelling about the assigned topic.
2	2	Modest users	<ul style="list-style-type: none"> ❖ To express nouns only with there is. ❖ To spell a few regular nouns. 	<ul style="list-style-type: none"> ✓ Communicates using not so much tenses. ✓ Assumes just a simple spelling.
1	1	Limited users	<ul style="list-style-type: none"> ❖ To describes at least one sentence using a noun and there+be. 	<ul style="list-style-type: none"> ✓ Shows a limited control of grammar. ✓ Expresses an unusual spelling with many errors.

writing



ASSESSING WRITING SKILL

Writing is a complicated skill because it involves difficult factors of the language like: rules, time expressions, tenses, verb conjugations and so on.

Grammar or the use of writing language is considered a mechanic process for the memorization aspects that students have to take into account at the moment of write something, but if the teachers give their pupils some innovating changes in the daily activities (by completing tasks) the students would improve their level in the assessment scale.

Writing aspects:

- Grammatical structure and vocabulary
- Application of rules and tense conjugation
- Sequence and coherence
- Make inferences



Examples:

Exercise: 1

Write a paragraph about your partner. Use the notes to guide you. Here is an example.

Carol eats three meals a day. She eats a lot of salad and vegetables, but not much meat. She hates carrots!

She doesn't eat a lot of snacks but she sometimes has an ice cream or some chocolate. She drinks two liters of water a day keeping fit is very important for Carol. She plays basketball once a week. She also swims and rides her bike, and she enjoys going for walks at the weekend.

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BAND DESCRIPTORS TO ASSESS VOCABULARY AND GRAMMATICAL STRUCTURE

RATE	SCORE	LEVEL	GOALS	GRAMMATICAL RANGE
5	5	expert users	To satisfy the full requirements of the task. To present the responses clearly and cover the details.	Uses a wide range of vocabulary with a sophisticated and natural grammatical structure and minor errors.
4	4	Very good users	To cover all the points and requirements of the task sufficiently. To verify the main idea and illustrate it appropriately	Uses a very good range of vocabulary and connection. Makes only irregular errors.
3	3	Good users	To cover the requirements of the task To organize the information logically presenting a clear overview.	Uses sufficient vocabulary to express ideas. Has good control of grammar but with occasional errors.
2	2	Modest users	To address the task but do not covering all details only the general information. To present the ideas with some organization and relation between them.	Uses an adequate range of vocabulary Makes some errors but they do not obstruct the communication.
1	1	Limited users	To avoid misunderstanding, unclear or repetitive information. To present limited or based ideas.	Uses a limited range of vocabulary that minimizes the task development. Produces noticeable grammatical and spelling errors.

Exercise: 2

a) Write the simple past form of these verbs.

Climb.....

Plan.....

Win.....

Try.....

Walk.....

Become.....

Go.....

Begin.....

b) Read the text that Dave wrote about his hero.

My hero is Helen Thayer. She was the first woman who walked to the north pole alone.

Helen Thayer was born in New Zealand and she lived there when she was a girl. Later, she lived in Guatemala for four years and then in the United States. When she was young she had a dream. She wanted to walk to the North Pole alone, and she decided to do it. On her journey, Helen didn't have any help. She was completely alone except for her dog, Charlie a Canadian husky.

The journey was very difficult. She walked 345 miles in temperatures of 50°! Once, seven polar bears attacked Helen and Charlie. Charlie saved Helen's life.

Helen Thayer is my hero because she had a dream and she was determined to make it come true. She was always positive, even in very dangerous and difficult situations.

c) Write a composition about your hero. Use Dave's example to help you.



BAND DESCRIPTORS TO ASSESS RULES MEMORIZATION AND TENSE CONJUGATION

RATE	SCORE	LEVEL	GOALS	TASK DEVELOPMENT
5	5	expert users	<ul style="list-style-type: none"> ✓ To catch the existent grammatical rules in written way. ✓ To present the responses clearly and the adequate conjugation. 	<ul style="list-style-type: none"> ✓ Builds a brilliant and well organized text. ✓ Constructs writing with the right conjugation.
4	4	Very good users	<ul style="list-style-type: none"> ✓ To use the orthography correctly, including punctuation conventions. ✓ To develop the correct grammatical tense conjugation. 	<ul style="list-style-type: none"> ✓ Uses an appropriate style of grammatical sense.
3	3	Good users	<ul style="list-style-type: none"> ✓ To put words together in correct word order. ✓ To conjugate verbs in some cases without mistakes. 	<ul style="list-style-type: none"> ✓ Chooses the precise place to give sense to any idea. ✓ Respects the variation that exists in the verbs conjugation.
2	2	Modest users	<ul style="list-style-type: none"> ✓ To produce coherent texts or essays. ✓ To control the specific tense conjugation 	<ul style="list-style-type: none"> ✓ Performances a good control about grammar at the moment to form or create any written article. ✓ Does not take in account the accurate tense conjugation.
1	1	Limited users	<ul style="list-style-type: none"> ✓ To write a text using the example as a guide to avoid errors. ✓ To present a writing with the appropriate conjugation. 	<ul style="list-style-type: none"> ✓ Generates a written commentary without bear in mind nothing about grammar and conjugation for communicate others.

Exercise: 3

a) Read Peter's email to his friend about a familiar party.

Hi Richard!

This is just a quick message, because I'm really busy. We're all getting ready for my grandparent's sixtieth birthday. There's a big family party this evening in the garden, with about 40 people.

So, this afternoon we're cleaning and tidying up. My mother is cooking in the kitchen and my aunts are helping her. Dad is putting up the lights in the garden at the moment, and my uncle is organizing the tables and chairs. My cousins are here too, but they aren't helping much- they are playing computer games.

b) Imagine that you are helping to prepare one of these events:

-a family party

-a birthday celebration for one of your friends

-a goodbye party for a teacher who is leaving the school

c) Write an email to a friend and tell him/her what is happening. Use these questions to organize the information.

1) What is the event and when is it happening?

2) Who is coming?

3) What is everybody doing to help?



BAND DESCRIPTORS TO ASSESS SEQUENCE AND COHERENCE

RATE	SCORE	LEVEL	GOALS	TASK DEVELOPMENT
5	5	expert users	<ul style="list-style-type: none"> ❖ To organize clearly ideas take into account as reference the main topic. ❖ To create an essay or text using a right sense 	<ul style="list-style-type: none"> ✓ Uses all the vocabulary in a written way with a high quality.
4	4	Very good users	<ul style="list-style-type: none"> ❖ To use the orthography correctly. ❖ To use the correct forms of words. 	<ul style="list-style-type: none"> ✓ Provides detailed explanations with appropriate punctuation marks.
3	3	Good users	<ul style="list-style-type: none"> ❖ To make the main ideas distinct from supporting ideas. ❖ To use vocabulary correctly. 	<ul style="list-style-type: none"> ✓ Follows a clear organization in order for the reader get the information.
2	2	Modest users	<ul style="list-style-type: none"> ❖ To build a text but not longer or extensive. ❖ To express ideas but in order. 	<ul style="list-style-type: none"> ✓ Marks the information without details.
1	1	Limited users	<ul style="list-style-type: none"> ❖ To produce a text using simple words. ❖ To share easily the data with comprehensible meaning. 	<ul style="list-style-type: none"> ✓ Transmits data just in a simple form.

EXERCISE 4

THINK ABOUT THE USE OF MOBILE PHONES. THEN WRITE THE ADVANTAGES AND DISADVANTAGES THAT THESE ONES CAN PRODUCE IN THE PEOPLE ESPECIALLY IN THE TEENAGERS AND AT THE END GIVE A CONCLUSION.

Advantages.....
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Disadvantages.....
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Conclusion:.....
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BAND DESCRIPTORS TO ASSESS WRITING INFERENCES

RATE	SCORE	LEVEL	GOALS	TASK DEVELOPMENT
5	5	expert users	To present the negative and positive points clearly. To give a sophisticated conclusion.	Always prepared with inferences to share from the assigned topic.
4	4	Very good users	To cover all the points of the task deeply. To give a creative and brief conclusion.	Often prepared with inferences to share from the assigned topic.
3	3	Good users	To present the pros and contra points of the task sufficiently. To provide a logical conclusion.	Sometimes prepared with inferences to share from the assigned topic.
2	2	Modest users	To explain the advantages and disadvantages of the task superficially. To present at least an understandable conclusion.	Rarely prepared with inferences to share from the assigned topic.
1	1	Limited Users	To avoid misinterpretation between the opposite points. To avoid copy the conclusion.	Hardly ever prepared with inferences to share from the assigned topic.

integrated skills

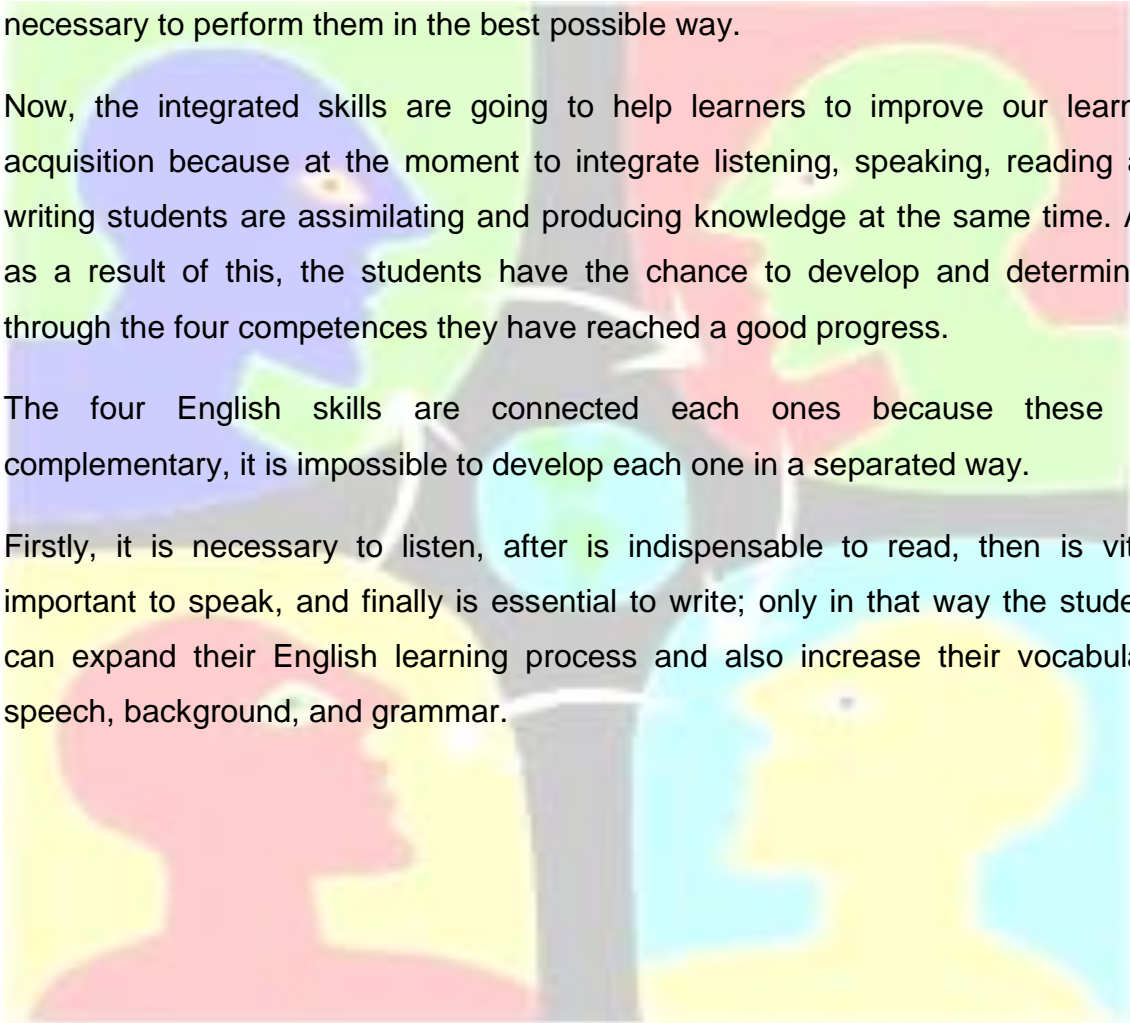
ASSESSING INTEGRATED SKILLS

The skills development of any language plays an important role at the moment to learn it. For this reason it is essential to bear in mind that as learners it is necessary to perform them in the best possible way.

Now, the integrated skills are going to help learners to improve our learning acquisition because at the moment to integrate listening, speaking, reading and writing students are assimilating and producing knowledge at the same time. And as a result of this, the students have the chance to develop and determine if through the four competences they have reached a good progress.

The four English skills are connected each ones because these are complementary, it is impossible to develop each one in a separated way.

Firstly, it is necessary to listen, after is indispensable to read, then is vitally important to speak, and finally is essential to write; only in that way the students can expand their English learning process and also increase their vocabulary, speech, background, and grammar.



Examples:

Exercise: 1

a) Listen the dialogue. Then answer why Amy can't go to the café?

b) Read the story quickly and match the two parts of the sentences.

AMY: ok good. Two o'clock see you then. Bye.

ALEX: hi, Amy that new café is open today.

We're going there now to check it out.

Do you want to come?

AMY: um...sorry, no. I'd like to, but I'm busy.

ALEX: strange. Why doesn't she want to come?

DAVE: I know! Maybe she's got a boyfriend.

Half an hour later...

ALEX: look there's Amy.

Where's she going?

DAVE: I think she's got a boyfriend. Let's follow her.

AMY: here's your shopping, Mrs. Craig.

Do you want me to do the ironing too?

Mrs. Craig: thanks very much, Amy. You're an angel.

ALEX: so it's not a boyfriend.

She's doing jobs for Mrs. Craig.

DAVE: she must be crazy!

- | | |
|-------------------------------------|------------------------------|
| 1 Alex and Dave are going | a) She's busy. |
| 2 Amy says she can't come because | b) She's got a boyfriend. |
| 3 Dave thinks that | c) Is helping an old person. |
| 4 They follow Amy and find out that | d) To the new café. |
| 5 Dave can't understand why Amy | e) She's helping Mrs. Craig |

- c) Work in groups of three people and make a role play about solidarity values.
- d) Write an essay about the solidarity values nowadays.

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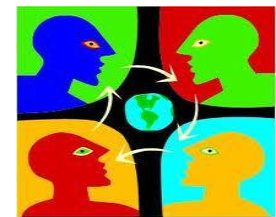
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BAND DESCRIPTORS TO ASSESS THE COMPREHENSION OF THE IDEAS

LISTENING	Sequence information and ideas logically.	Arranges information and ideas coherently.	Present ideas with some understanding but may be a lack of organization.	Has very little control of ideas.	Not cover the main idea.
UNDESTANDING THE MAIN IDEA					
READING	Clear and logical understanding.	Identify the main idea and its purpose.	Comprehend the main idea, but often requires a marked effort	Sometimes confuse the main idea.	The main idea is incomprehensible.
CHECKING THE MAIN IDEA					
SPEAKING	Clear and very well related ideas.	Logical and intuitive sequence between the ideas.	Some logical ideas sequence.	May confuse the spoken ideas.	Not logical sequence between the ideas.
ORGANIZATION OF IDEAS					
WRITING	All the ideas are clear and connected to the purpose of the text.	Identifiable main and supporting ideas in the text.	Provide direct or summarized ideas.	The ideas are not so clear in the text.	The ideas do not address the purpose of the text.
ELABORATION OF IDEAS					
SCORE	20-19	18-17	16-15	14-13	12-11

Exercise: 2

- a) Listen the story and answer what's Amy's dream?
- b) Read the story and answer the following questions about Amy and Dave.

AMY: Well, I'm saving up for a good guitar. I don't get a lot of pocket money, so I have to work. I want to be a singer. It's my dream.

DAVE: Your dream?

DAVE: Like it? But you have to cycle round the town in the cold and in the rain.

AMY: That's right. But I'm doing it for a reason!

DAVE: Yeah? What's that?

DAVE: You're doing a paper round! That means you have to get up really early, right? Isn't it a lot of work for hardly any money?

AMY: Sure. I get up at five every morning.

And you are right; I don't get a lot of money.

But I don't mind. I quite like it.

AMY: Yes. Singing in a band. That's my dream. What's yours?

DAVE: Um...well...that's a good question. I'm not really sure...

- 1 What job does Amy do?
- 2 What does Dave think about Amy's job?
- 3 Does Amy work when the weather is bad?
- 4 What does Amy want to buy?
- 5 Has Dave got a dream?

c) Discuss these questions.

- 1 Do the teenagers sometimes work in your country?
- 2 If they do, what kind of jobs do they get?
- 3 Do you have a job?
- 4 What do you think are good jobs for teenagers? What are bad jobs?

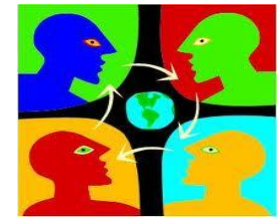
Why?

d) Ask a friend or family member about his or her job. Then write about the

When he was young my uncle Erol always wanted to be a policeman, but when he was 18, he decided to be a dentist because dentists get more money. To be a dentist, he had to study hard for five years at university and take a lot of exams.

In his job my uncle has to clean and fix people's teeth, and sometimes he has to pull them out! He doesn't have to get up very early but he has to work hard, usually from 10:00 in the morning to 7:30 in the evening from Monday to Saturday.

He likes his job because he never has to take his work home, and he meets lots of people. One thing he doesn't like is that he can't really talk with his patients, because he is working inside their mouths.



BAND DESCRIPTORS TO ASSESS THE MESSAGE

LISTENING	Interprets clearly the purpose of the tape.	Manages good information about the tape content.	Deduces the message but with some effort.	Has a clue but Not cover the entire message.	Not cover the message appropriately.
MESSAGE INTEPRETATION					
READING	Reasonable and focused understanding about the text.	Recognize the goal of the reading activity.	Follow the clues and use them to give significance.	Do not have clear about what the text is.	The message is difficult to comprehend.
MESSAGE COMPREHENSION					
SPEAKING	Extremely noticeable data and facial expression support to express the message.	Rational message and body movements to make it understandable.	Provides a simple message using eye contact as tool.	The message is not so clear.	The message is not ready.
MESSAGE CLARITY AND EXPRESSION					
WRITING	The writing message is well adapted to the objective task.	Elaborates data using an exemplifying message	Elaborates information with minimized effort	Has clear the idea but there is a lack of relevant information.	Do not have clear the idea about the message.
MESSAGE ADAPTATION					
SCORE	20-19	18-17	16-15	14-13	12-11

Exercise: 3

- a) Listen the story. Who is different in the story and why?
- b) Read the text and find the following expressions. Then match them with the expressions a-e.

ALEX: Look at that guy over there.

DAVE: What about him?

ALEX: He looks like a girl!

DAVE: Hey Tony. Do you want to play football with us?

ALEX: Or are you worried about your pretty little dancing feet?

DAVE: Alex shut up! Don't listen to him,

because he's a girl!

DAVE: Ho, Tony. That's right.

He goes to ballet classes.

ALEX: Yea, that's weird!

A boy? Doing ballet!

TONY: I like ballet. It's my hobby. It's not my problem if you don't like it!

ALEX: Well, I mean, it's different, isn't it?

For a boy

TONY: So what?

TONY: You know Alex, I like playing football. And, no, I'm not worried about my feet.

ALEX: Oh, yea? But doing ballet...

1 guy

2 what about him

3 that's weird!

4 shut up!

5 so what?

a) Be quiet!

b) I don't think is important.

c) Teenage boy or man

d) very strange

e) what do you want to say about
him

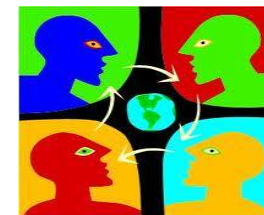
c) Use the vocabulary of the text and speak about your hobbies.

d) Write about your favorite hobby and an unusual hobby that somebody has.

My favorite hobby isbecause...

Pablo's hobby is.....it is weird because.....

.....



BAND DESCRIPTORS TO ASSESS GRAMAR AND VOCABULARY

LISTENING	Get and memorize all vocabulary they heard.	Take the enough knowledge into the brain.	Obtain the most known words	Gain just simple words	Not catch anything.
ADQUIRING VOCABULARY					
READING	Recognize words and all tenses quickly.	Analyze text and comprehend vocabulary and tenses in it.	Understand the text, but with a little effort.	Words recognition and grammatical tenses result difficult.	Just recognize the particular expressions.
CHECKING GRAMMATICAL STRUCTURES					
SPEAKING	Use all the information learned in an exceptional spoken way.	Create a speech with a good employment of words and grammatical tenses.	present a dialogue using the most adequate data.	Do not employ all the knowledge.	Produce a basic speech.
PRACTICING PHRASES AND TENSES LEARNED					
WRITING	Generate a remarkable text including the good usage of words and grammatical tenses.	Apply a noticeable and articulated use of expressions and tenses.	Produce an article using your own words.	Present a brief summary with noticeable mistakes.	Do not contain a clear usage of expressions and structural tenses.
APPLYING VOCABULARY AND GRAMMAR					
SCORE	20-19	18-17	16-15	14-13	12-11

Exercise: 4

a) You are going to listen to two friends – Jack and Jill- talking about school.

Listen to their conversation and answer the questions.

1 which subject teacher does Jill hate?

2 which subject does Jack dislike?

3 which subject does Jack enjoy?

4 which subject does Jill like most?

b) Read the dialogue between Peter and Jesse. Mark the statement T or F.

PETER: Hi Jesse, How do you feel today?

JESSE: hello Peter. Not so well, I'm having some problems at school especially in physical education subject.

PETER: but why? You are an excellent gymnastic!

JESSE: It's not my blame, he hates me; he seems happy when I can't complete and exercise and he shouts me all the time. But, what about you?

PETER: Well I don't like my mathematics teacher, because I don't understand her, she confuse me and does not answer my questions. She is so stupid.

JESSE: but at least she doesn't shout you.

PETER: That's true, but I don't learn anything during her classes.

JESSE: which is your favorite subject or teacher?

PETER: I can say that my favorite subject is history because I love to know the past events of the countries and their cultures; but my favorite teacher is Miss. Parker, she is so attractive and friendly! And you?

JESSE: my science teacher is the best he is so intelligent and funny for that reason I admire him and I love his subject too.

PETER: it's too late. See you Jesse. JESSE: Bye Peter.

Jesse enjoys her science classes.

()

Jesse hates your science teacher.

()

Peter dislikes history.

()

Peter thinks Miss. Parker is attractive and friendly.

()

Jesse's physical education teacher shouts her.

()

c) Work in pairs, make a dialogue about your school subjects. Jesse and Peter conversation would be used as example.

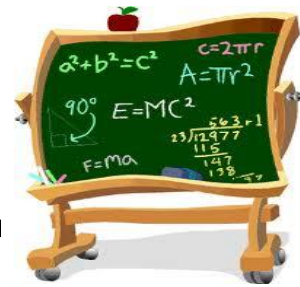
d) Write the subjects under the pictures.



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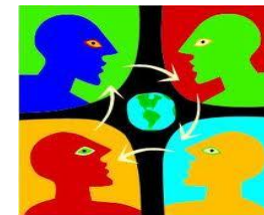
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BAND DESCRIPTORS TO ASSESS ACCURACY AND FLUENCY

LISTENING	Understand everything speaker has said.	Catch the most relevant points over the topic.	Realize what the topic is about.	Appreciate the speaker ideas but with some effort.	Gain just the main idea.
ACCURACY					
READING	Develop an interesting and fluid analysis of any reading.	Regard for general and specific info. (skimming and scanning)	Read the text but with some hesitation and missed info.	Develop any reading with a big effort.	Misunderstand all nearby the topic.
FLUENCY AND ACCURACY					
SPEAKING	Develop a perfect and fluid speech.	Relate a progressive spoken communication taking account the main ideas with their supporting ones.	Make some distinctions between facts and points of view.	Construct a conversation with non-indispensable pauses. (hesitation)	Build a non-exact speaking communication
FLUENCY					
WRITING	Express facts with good connection ideas.	Make an organized distinction between main and supporting ideas.	Create a text without bear in mind the connection facts.	Construct a non-organized writing.	Produce a non-comprehensible written article.
ACCURACY AND FLUENCY					
SCORE	20-19	18-17	16-15	14-13	12-11

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Appendixes

TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

LATACUNGA-ECUADOR

ENGLISH CAREER

**SURVEY APPLIED TO THE STUDENTS OF THE 4TH SOCIAL SCIENCES
COURSE AT "PRIMERO DE ABRIL" HIGH SCHOOL**

Objective

To collect information in order to help us to determine how the assessment of the English abilities is developed during the evaluative process.

Instructions

Please answer the next questions and mark the best option.

1.-Do you consider that the words assessment, measurement and evaluation have the same meaning?

a)yes

b)no

Why? _____

2.-Do you agree that evaluation is an observation technique?

a) yes

b)no

Why? _____

3.-How often does your teacher give you a feedback after the application of a test?

- a) always b) sometimes c) hardly ever d) never

4.-What kind of evaluation would you like to receive for the teachers?

- a) Co-evaluation
b) Self-evaluation
c) Hetero-evaluation
d) All

5.-In which way would you like to be evaluated?

- a) Quantitative
b) Qualitative
c) Both

6.-Do you think that in the English evaluations is feasible takes in account the four skills?

- a) yes b) no

Why? _____

7.-How often have your abilities been evaluated in the English language using band descriptors as a tool?

- a) always b) sometimes c) hardly ever d) never

8.-Do you consider that your teachers have to follow some parameters to assess your academic development in each skill?

Eg: pronunciation, coherence, sequence, grammar, etc.

a) always b) sometimes c) never

9.-Which of the next skills would you like to develop?

a) Productive skills

b) Receptive skills

c) Both

Why? _____

10.-Do you think that each skill has to be evaluated over different parameters?

a) yes b) no

Why? _____

THANKS FOR YOUR COLLABORATION

3.- How often do you give the students a feedback after the application of a test?

- a) always b) sometimes c) hardly ever d) never

4.-What kind of evaluation do you think is the most feasible to use?

- a) Co-evaluation
b) Self-evaluation
c) hetero-evaluation
d) All

5.-The evaluative process that you perform would be considered:

- a) Quantitative
b) Qualitative
c) Both

6.-Do you think that in the English language the teachers have to take into account the four skills?

- a) yes b) no

Why? _____

7.- Have you ever applied band descriptors to assess each skill of the English language?

- a) always b) sometimes c) hardly ever d) never

8.-Do you use parameters to assess the students' performance in each skill?

Eg: pronunciation, coherence, sequence, grammar, etc.

a) always b) sometimes c) never

9.- Which skills are more important for you to develop?

a) Productive skills

b) Receptive skills

c) Both

Why? _____

10.-Do you estimate that each skill might be scored under different parameters?

a) yes b) no

Why? _____

THANKS FOR YOUR COLLABORATION.



TAPESCRIPT 1

ESRA I saw a funny program on TV last night. It was called the Cream on the Cake. Did you see it?

WENDY No, I didn't. What was it about?

ESRA Well, there were these two girls called Jane and Louise. They were really good friends. So one day they had lunch together and they met a boy called Danny- he came and sat down at their table. The problem was, both Jane and Louise liked him.

WENDY Oh, yeah...

ESRA Well, Jane went out with this boy Danny- they went to the cinema together- and Jane thought he was wonderful, you know?

So she was really happy. But then the next day she was in the bus, and she looked through the window and she saw Danny and her friend Louise together!

WENDY Oh no! So what happened?

ESRA Well, the two girls had a big argument later that day. They stood there in the street and shouted at each other.

WENDY So that was the end of their friendship, right?

ESRA No, wait! The next minute, the two girls looked across the street and who did they see? Danny! He was at the café and he had a big cream cake in front of him...



TAPESCRIPT 2

SPEAKER 1

Everyone thinks it is a good job because we have very long holidays. But don't forget that after school we have to correct homework and prepare our lessons for the next day. I'm very lucky because my students are very enthusiastic and they love English but some of my colleagues have a lot of problems because their students are lazy and don't show any interest in the subject.

SPEAKER 2

I travel all the time so I'm always happy when I can stay at home during my holidays! It's hard work being nice to people all day! We always have to smile even when we don't want to. Most passengers are polite and friendly but there are of course people who can be very rude. At the moment I'm on long-haul a flight which is quite exciting. We're going to Australia tomorrow- I'm looking forward to a few days in the sun.

SPEAKER 3

I spend most of my time at work sitting at the computer, writing letters and emails. I also have to organize travel arrangements and meetings for my boss. Our office is very busy so time goes very quickly. I enjoy my job very much because my colleagues are very friendly- we're a good team.

SPEAKER 4

I've always loved animals so it was the logical job for me. I had to study for seven years before I qualified. I first worked in the country looking after larger animals- cows, horses and sheep but now I work in a practice in a small town. Most of the animals I deal with are the normal pets- cats and dogs.

SPEAKER 5

I work in a very busy hospital in the center of town. Every day is different which is one of the reasons I love my job. I don't enjoy working at night though because time seems to go very slowly and I don't particularly like the uniform we have to wear but I love everything else about the work I do.

 **TAPESCRIPT 3**



Girl, more, door, always, learning, working, talking, birthday

[3:] girl, learning, working, birthday

[2:] more, door, always, talking

TAPESCRIP/ANSWERS



1. All over the world.
2. I was born in Turkey.
3. Bert is working in Portugal.
4. The girls are organizing their research.
5. Laura was early for work this morning.



TAPESCRIP 4

Julie Baker is 16 and Australian. She likes music, swimming, going to the cinema and hanging out with friends; she is a very normal 16 years old. But she has an unusual hobby flying helicopters.

Julie is a student at the Helicopter Flying School near Brisbane.

Here is her typical Sunday:

7:00 Julie gets up.

7:45- 8:00 Julie's parents drive her to the helicopter school. (Julie hasn't got a driving license.)

8:00- 10:45 her lessons start. Julie is in a group with five other students.

The teachers tells them how to fly a helicopter, for example how to take off and how to land. Julie doesn't like classroom work very much but she knows it's important.

11.00-12.00 Julie and her friends learn how to use the radio and how to use maps.

12.00-1.00 Julie is in the pilot's seat and her teacher is next to her. She flies for one hour. She loves it. She enjoys looking down at the Sunshine Coast.

1.15 Julie's dad drives her home. He's very happy that she's back and that she's ok. "I hate watching Julie up in that helicopter," He says.

"Her mother and I get nervous. But we know she loves flying. She wants to be a pilot and we don't want to stop her."