**Global evaluation**

**A2.1 Level (Sharing Information and Ideas)**

**Writing TASKS and speaking test guide**

**The following WRITING tasks will be due to Monday February 8th.**

**The SPEAKING evaluation will take place by pairs on:**

**TIMETABLE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Wednesday, February 10th** | **Time** | **Friday. February 12th** |
| 11:10 | 1. Ana – América | 12:40 | 7. Andrea – Mariana Ávila |
| 11:20 | 2. Cristina – Luz | 12:50 | 8. Lorena Iracheta – Karina |
| 11:30 | 3. Fátima F. - Nayely Ibarguen | 13:00 | 9. Yésica – Paola Dávila |
| 11:40 | 4. Rosa – Tahmara | 13:10 | 10. Nayeli Ramos – Lucia |
| 11:50 | 5. Claudia - Mayela | 13:20 | 11. Jazmín – Yaneth |
| 12:00 | 6. Mariana García - Paola Durón - Fátima Nuncio | 13:30 | 12. Lorena Álvarez – Blanca |

**Read and follow the instructions for each writing task.**

**Use the question bank to practice answering and questioning. Be prepared to respond properly to any of those questions during an interview with the teacher.**

**Unit 1. Where are you from?**

|  |  |
| --- | --- |
| *FUNCTIONS:* | *Introduce oneself and others*  *Talk about oneself and learn about others* |

* **Speaking evaluation Question bank.**

1. Hello/Hi. Good morning/afternoon/evening. How are you?
2. **What’s** your **first/last name**? What do **people call you**? What’s your first/last name again? **How do you** **spell** that?
3. **Where are you from**? **Where’s [classmate] from**? Are you and [classmate] from [country]?
4. How are your classes? **What are your classmates like?** (Description)
5. **Are** you and [classmate] in the same class? (Yes/No short answer)
6. **Is** your English class in the morning? Are you free after class? (Yes/No short answer)
7. **Ask** [classmate] about herself.

* **Writing exercise for evaluation.**

EMAIL ABOUT YOU AND A FRIEND

**Read Amanda’s email.**

|  |
| --- |
| To: International Email Club registration@intermailclub.cup.org  Cc: amartel@intermailclub.cup.org  Subject: Hello  Hello!  **I am** a new member of the club. **My name is** Amanda Wilson, **but you can call me** Mandy.  **I’m from** Boston **and I’m** married. **My friend** Andrew **is** also a member. Andrew’s **last name is** Martel, **and his nickname is** Andy. **He’s from** Baltimore, **but he’s in** Boston now. **He’s** single. **We’re in the same** English class.  Please write to me!  Mandy |

**INSTRUCTIONS: Imagine you and your friend are new members of the International Email Club. Write an email to the club. Use Amanda’s email above as a model.**

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**Unit 2. What do you do?**

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| --- | --- |
| *FUNCTIONS:* | *Ask and answer questions about jobs*  *Describe routines and daily schedules* |

* **Speaking evaluation Question bank.**

1. **Where do you work**? **What do you do** there? Where do you go to school?
2. **Do** you like your classes? (Yes/No short answer) What’s your **favorite class**?
3. **Where does** [classmate] work/go to school? What about [other classmate]? **What does he/she do**, exactly? **How does he/she like it**?
4. **Describe your daily schedule**. What do you do early in the morning? What do you do in the afternoon? What do you do late at night? What do you do only on weekends?
5. **When do you usually get up/come to school/have lunch/get home/go to bed**?
6. What’s something you do before 9:00 A.M.?
7. What’s something you do after 9:00 P.M.?
8. **What time do you go to work/school**?
9. **Ask** [classmate] about his/her job or classes.

* **Writing exercise for evaluation**.

ONLINE MESSAGE ABOUT YOUR DAILY ROUTINE

**Read the message on the message board. How does Alex organize the information?**

|  |
| --- |
| I walk dogs!  Posted by Alex Martinez on Monday, August 11 at 5:19 a.m.  Hi!  I’m Alex and I’m from Mexico. I live in Guadalajara. I’m a freshman in college and I love dogs! I walk dogs part-time.  I have classes every weekday. I start at 9:00 a.m. and finish at 4:00 p.m. I walk dogs every weeknight after school from 5:00 to 9:00. I study for two or three hours. Then I go to bed.  What do you do every day? Do you like dogs? Write to me.  Alex |

**INSTRUCTIONS: Write a message for a message board. Include a greeting, an introduction, your daily schedule (what you do every day), and a closing. Use Alex’s message above as a model.**

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**Unit 3 How much are these?**

|  |  |
| --- | --- |
| *FUNCTIONS:* | *Ask about and describe prices*  *Discuss preferences* |

* **Speaking evaluation Question bank.**

1. **How much is this/that**? What **color** is it? / Is it **cotton / gold / leather / plastic / rubber / silk / silver / wool**? (Teacher shows a variety of objects or pictures of objects with prices to the student)
2. **How much are these/those**? What color are they? What are they **made of?**
3. **Which one** do you prefer/like better/like more? Why? Which one is **cheaper/prettier/nicer/better/more stylish/more expensive/more attractive**?
4. **Which ones** do you prefer/like better/like more? Why? Which ones are cheaper/prettier/nicer/better/more stylish/more expensive/more attractive?
5. **Ask** [classmate] about his/her **clothing preferences**.

* **Writing exercise for evaluation.**

AD

**Read the ad for a laptop. C is for (characteristics) and B is for (benefits) in the boxes.**



**INSTRUCTIONS: Choose an item to sell (for example, a watch, jeans, or a camera).   
Write characteristics and benefits for the item. Compare it with a similar ones to persuade the buyers. (Price, color, material).**

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**Unit 4. Do you play the guitar?**

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| --- | --- |
| *FUNCTIONS:* | *Discuss entertainment likes and dislikes*  *Make, accept, and decline invitations* |

* **Speaking evaluation Question bank.**

1. **What kinds** of music do you like? Do you like [type of music]?
2. **Who’s** your favorite musician? What musical instrument does he/she play?
3. **Do you play** a musical instrument? What instrument do you play? Do you play the piano/guitar?
4. What kinds of TV programs do you like? Do you like [type of TV show]?
5. What kinds of movies do you like? Do you like [type of movie]?
6. Do you play video games? What’s your favorite video game?
7. **Would you like to go to [event]** this weekend? Why or why not?
8. **Would you like to [activity]** this weekend?
9. **Ask** [classmate] about music/TV shows/movies.

* **Writing exercise for evaluation.**

SURVEY ABOUT MUSIC

**Read the surveys. Which survey is more general? Which is more specific?**



**INSTRUCTIONS: Choose a topic and write a survey about music. Include three general questions and three specific questions.**

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**Unit 5. What an interesting family!**

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| --- | --- |
| *FUNCTIONS:* | *Describe families*  *Talk about habitual and current activities* |

* **Speaking evaluation Question bank.**

1. Tell me about your family. **Do you come from a big/small family**? **Are you an only child**? **How many** brothers and sisters do you have?
2. **Are you living** at home now? **Where are you working/studying**?
3. Tell me about someone in your family. **What is your [family member] doing** these days? **Where is he/she working**? Is anyone in your family **[activity]** right now? Are your parents/brothers and sisters [activity] these days?
4. Do **all** of your friends speak English? Do **many** of your classmates speak two languages?
5. Do **nearly all** of your classmates have small families? Do **some** of your classmates have big families?
6. **Ask** a classmate about his/her family.

* **Writing exercise for evaluation.**

SURVEY REPORT ABOUT MUSIC

**Read the survey results and the survey report.**



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There are 30 respondents to the survey.

**All** respondents **(30)** *like* music. **Nearly all** **(27)** *like* rock. **Many** of them **(20)** *like* Maroon 5.

**Most** respondents **(25)** *want* to play a musical instrument, but **few (5)** *play* a musical instrument.

**Many** respondents (18) *like* reggae, but **some (9)** *hate* it.

**Few** respondents (3) *do not know* any reggae musicians.

**INSTRUCTIONS: Have some classmates complete your survey from the Unit 4 writing exercise for evaluation.  
Write sentences about how students answered each question. Use your sentences to WRITE A SURVEY REPORT. Use the survey report above as a model. Use quantifiers.**

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**Criteria considered for evaluating writing section**

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| --- | --- | --- | --- |
| Punctuation and spelling | **1** | **2** |  |
| Correct use of simple grammatical structures | **1** | **2** | **3** |
| Sufficient vocabulary | **1** | **2** |  |
| Simple connectors and cohesive devices | **1** |  |  |
| Follow instructions | **1** | **2** |  |

**Criteria considered for evaluating speaking section**

