## Part A - Personal Response to Prompt – 25 Points

<table>
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<tr>
<th># of points</th>
<th>Time Frame</th>
<th>Item Description</th>
<th>Objectives</th>
<th>Possible Topics</th>
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| 25 pts      | *2-3 minutes for listening and answering* | Personal Response to Prompt: Students are presented with a choice of two topics. They are asked to CHOOSE ONE and respond to a set of questions in depth, in order to talk about the topic, in one recording. | Intermediate: The student can:  
- answer simple questions about familiar topics and everyday situations,  
- explain what they like about something  
- describe plans and arrangements, habits and routines, past activities and personal experiences  
- briefly give reasons and explanations for opinions, plans and actions  
- express their thoughts about cultural topics (such as holidays, customs, traditions, etc.)  
- express and support ideas, personal views and opinions  
- provide in-depth reasons and explanations for opinions, plans and actions  
- describe events, real or imagined  
- express their thoughts about abstract topics (such as friendship, ambitions, reflections, possibility, etc.) | • Advertising  
• Animals  
• Education  
• Fame and celebrities  
• Favorite books and movies  
• Food  
• Free time activities  
• Friendship  
• Future plans  
• Games  
• Health  
• Hobbies and habits / routines  
• Holidays and customs  
• Hometown  
• Languages  
• Music  
• Personal belongings  
• Personal strengths and weaknesses  
• Professional ambitions  
• Reflection on personal experiences  
• Respect  
• Role models  
• School  
• Sports  
• Suggesting individual/ community change  
• Technology  
• Transportation  
• Vacations  
• Volunteering |

*Time frame includes listening to the questions, viewing the clips and answering.*
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| 25 pts      | 1-2 minutes speaking time is required | The students are asked a set of questions relating to their project which they must answer in depth in one recording | **Intermediate:** The student can  
- report on what they learned from a range of sources using appropriate higher-order thinking skills;  
- give reasons and explanations for choices, opinions, plans and actions  
**Or**  
- discuss the historical, social and cultural contexts of a literary text or its author  
- explain how these contexts are reflected in the text or have influenced the text  
**Proficiency:** The student can:  
- reflect on the process of looking for and learning new information, giving reasons and explanations for opinions, plans and actions  
- give opinions on a wide range of personal and general topics, such as social and global issues  
- express their thoughts about further study on their topic  
- draw conclusions  
**Or**  
- can explain how the new information has enhanced or changed their understanding of the text  
- draw conclusions | • Topic and reason for choice  
• What was learned  
• What they wanted to learn  
• Learning skills improved  
• Interesting facts learned  
• Surprising information  
• Future use of information  
• Redoing it if opportunity arose  
• Topic related to literary piece  
• Further studies  
• How the project influenced them  
• how the project helped them understand the literary text better  
Reflections on:  
• Challenges of the work  
• Teamwork vs Individual work  
• Finding information on the topic  
• Writing up their project  
• Learning and language skills  
• Personal achievement and feeling |
### Part C - Response to an Audio-Visual Prompt: 50 points

<table>
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<tr>
<th># of points</th>
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<th>Objectives</th>
<th>Possible Audio-Visual Themes &amp; Questions</th>
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| 25 pts      | *4-5 minutes for viewing of clip and answering all questions* | Audio-visual prompt followed by set of questions, level 1: Students respond in depth, to set of questions after viewing the audio-visual prompt (e.g. a conversation, an interview, a talk, a presentation) in one recording | Intermediate: The student can:  
- Understand the general meaning, main ideas and supporting details in a text, and respond appropriately  
- React to the content of something seen and heard using the appropriate lower and higher-order thinking skills  
- Express and elaborate on opinions, plans and actions  
- Describe events, real or imagined, relating to feelings and reactions  
- Sequence and summarize  
- Relate details of unpredictable situations  
- Agree/disagree  
- Give advice and suggestions | Possible Audio-Visual Themes:  
- Formal and informal social interactions in a variety of situations  
- Various social and/ or personal dilemmas, problems or conflicts  
- Various formats of interaction and presentation  
Possible Questions:  
- Wh Questions (LOTS)  
- Making plans and arrangements  
- Comparing and contrasting  
- Persuading  
- Making suggestions  
- Solving problems  
- Making decisions  
- Distinguishing different perspectives  
- Reacting to different perspectives  
- Reacting to lectures and speeches  
- Generating possibilities  
- Summarizing  
- Explaining patterns  
- Using given information for different purposes  
- Evaluating  
- Inferring  
- Sequencing  
- Predicting |
| 25 pts      |          | Audio-visual prompt followed by a set of extended questions, level 2: Students respond in depth, to set of questions relating to the audio/visual prompt higher level (level 2) in one recording | Proficiency: The student can:  
- React in depth to the content of something seen and heard using the appropriate higher-order thinking skills  
- Follow the development of an argument in a text  
- Express ideas and opinions on a wide range of topics, providing in-depth explanations  
- Compare and contrast alternatives, discussing a variety of options  
- Can explain why something is a problem, discuss ideas as to what could be done next  
- Generate ideas for solutions to problems  
- Synthesize and draw conclusions  
- Hypothesize and generate possibilities | |

*Time frame includes listening to the questions, viewing the clips and answering.*