

#### Spoken reception transcript: Task 1

**المذيعة:** مرحباً بكم أيها التلاميذ الأعزاء. يبدأ امتحان اللغة الإنجليزية بمهمتين في فهم المسموع. المهمة رقم واحد.

سارة تتحدث أمام تلاميذ الصف.

تمعنوا في أسئلة المهمة رقم واحد قبل أن تستمعوا إلى حديث سارة.

الآن، استمعوا إلى الحديث. ستستمعون إلى الحديث مرتين.

**Sara:** Good morning everyone. My presentation today is about a great chocolate museum I visited in the north. To get into the museum you have to pay, but you don't get a regular ticket. Instead, you get a chocolate bar. You show the guard your chocolate bar and you go into the museum. Then you can eat it! It is delicious!!!

When you enter the museum, you learn a lot about chocolate. During my visit, I learned that chocolate is made from cocoa beans. Cocoa grows in many places around the world; today most cocoa is grown in Africa. Another thing I learned was that Spain was the first place in the world to make hot chocolate drinks.

Yes, Spain is where this tasty hot chocolate drink comes from.

Did you know chocolate can be good for you? If you have a cold, chocolate can help. If you burn yourself, putting chocolate on the burn can make it feel better. So if you have a cold or a burn, ask your parents for some chocolate, and you will feel better!

I also did some great activities. I went to a Chocolate Artist class where I drew a picture with melted chocolate. I used dark, milk and white chocolate and made a picture of a house.

Then I went to a chocolate cooking class. We made chocolate pancakes. When they were ready we ate them with a chocolate knife and fork.

At the end of my visit, I tasted some special chocolate. One chocolate had olives in it and another had pepper in it. They tasted strange to me. I still love regular milk chocolate the best.

I don't usually like museums, but I loved this one. It is a great place to visit with the whole family!!!

المذيعة: الآن، أجبوا باللغة الإنجليزية عن الأسئلة بحسب الحديث الذي استمعتُم إليه.  
استمعوا إلى الحديث مرة أخرى. إنها فرصة جيدة لكي تراجعوا إجاباتكم.  
راجعوا إجاباتكم.  
انقلوا إلى المهمة رقم اثنين.

## Spoken reception transcript: Task 2

المذيعة: المهمة رقم اثنين.  
نُجِري مع السيد براون مقابلة في برنامج إذاعي يُدعى "School Life".  
تمعنوا في أسئلة المهمة رقم اثنين قبل أن تستمعوا إلى المقابلة.  
الآن، استمعوا إلى المقابلة. ستستمعون إلى المقابلة مرتين.

**Dana Jones:** You are listening to 83 FM. I'm Dana Jones. Welcome to our program, "School Life". Today our guest is Mr. Brown, a teacher at one of the *Big Classroom Schools*.

Good morning, Mr. Brown. Please tell us about these schools.

**Mr. Brown:** Hi. Our schools are for children who live far away from regular schools. These children cannot go to a regular school because they live far away; they sit at home and learn together through their computers.

**Dana Jones:** Interesting! Can you explain?

**Mr. Brown:** Every day, the children turn on their computers at the same time and have online lessons with teachers, who they can actually see and hear. I teach 22 children, each one sits at home at their own computer.

**Dana Jones:** When did these schools start?

**Mr. Brown:** The first one started in 1955. The schools then worked differently

than they do today. In the past, the *Big Classroom School* used the radio to teach. All the children turned on their radios at home, at the same time, and listened to the lessons.

**Dana Jones:** So in the past, the children listened to the teachers on the radio and today they see and hear their lessons on the computer. What other differences are there?

**Mr. Brown:** Today the children can talk and write to the teacher through the computer while they are learning, so if they have a question they get the answer immediately online. In 1955, children had to wait up to a month to get an answer to a question. Once a month, a teacher came to each student's house and answered questions.

**Dana Jones:** That is a big difference! Are there tests at the *Big Classroom School*?

**Mr. Brown:** Of course there are tests. From 1955 to this day, the children travel to the nearest regular school to take their tests. They are not allowed to take their tests at home.

**Dana Jones:** So the pupils of each *Big Classroom School* can meet each other when they take the tests. Is that the only time they meet?

**Mr. Brown:** No, not at all. We think it is very important for children from each *Big Classroom School* to meet. We celebrate birthdays together and we organize school trips. Don't forget that today they can also chat on the computer, so they do get to know each other.

**Dana Jones:** Your school sounds really cool! Imagine getting up and just turning on your computer instead of going to school every morning!

Thank you for telling us about the very special *Big Classroom Schools*.

المذيعة: الآن، أجبوا باللغة الإنجليزية عن الأسئلة بحسب المقابلة التي استمعتُم إليها.

استمعوا إلى المقابلة مرة أخرى. إنها فرصة جيدة لكي تراجعوا إجاباتكم.

راجعوا إجاباتكم.

أنهينا القسم الأول من الامتحان.

انتقلوا إلى المهمات التالية.

نتمنى لكم النجاح!

- For questions with more than one answer marked by the pupil, when only one answer was required, give 0 points.
  - For open-ended questions (OP):
    1. Give an appropriate score based on the Scoring Key below.
    2. Accept any answers that convey the same meaning as those in the Scoring Key below.
    3. Do **not** deduct for grammar or spelling mistakes unless indicated.
- Key:** MC = multiple choice  
OP = open-ended questions

| TASK 1: Spoken reception (Listening) |           |   |                 |
|--------------------------------------|-----------|---|-----------------|
| Task Item #                          | Item Type | Scoring Key   | Possible Values |
| 1                                    | OP        | 2 = Chocolate Museum; chocolate; museum; interesting place (she visited); a place she visited<br>0 = other  | 0,2             |
| 2                                    | MC        | 2 = (b) a chocolate bar<br>0 = other  | 0,2             |
| 3                                    | MC        | 2 = (c) that chocolate is made of cocoa beans<br>0 = other  | 0,2             |
| 4                                    | OP        | 1 = Any answer that refers to (chocolate) pancakes / a picture (of a house) (made of chocolate).<br>E.g. Sara drew a picture with melted chocolate; chocolate pancakes<br>0 = other | 0,1             |
| 5                                    | MC        | 1 = (a) at the end of her museum visit<br>0 = other   | 0,1             |

| TASK 1: Spoken reception (Listening) |    |   |     |    |       |
|--------------------------------------|----|---|-----|----|-------|
| 6                                    | CL |   |     |    | 0,1,2 |
|                                      |    |   | Yes | No |       |
|                                      |    | a. Chocolate can help if you have a cold. | ✓   |    |       |
|                                      |    | b. Hot chocolate drinks come from Spain.  | ✓   |    |       |
|                                      |    | c. Sara likes special chocolate the best. |     | ✓  |       |
|                                      |    | 2 = three correct answers                 |     |    |       |
| 1 = two correct answers              |    |   |     |    |       |
| 0 = one correct answer or less       |    |   |     |    |       |

| TASK 2: Spoken reception (Listening) |           |   |                 |
|--------------------------------------|-----------|---|-----------------|
| Task Item #                          | Item Type | Scoring Key   | Possible Values |
| 7                                    | MC        | 2 = (b) live far away from school<br>0 = other  | 0,2             |
| 8                                    | MC        | 2 = (a) They have lessons on their computers at home.<br>0 = other  | 0,2             |
| 9                                    | MC        | 2 = (d) They travel to a regular school.<br>0 = other   | 0,2             |
| 10                                   | OP        | 2 = Any answer that refers to online chats / taking tests / birthday parties / school / trips.<br>E.g. They celebrate birthdays; When they do tests at a school; school trips; chat with their friends on-line<br>0 = other | 0,2             |
| 11                                   | MC        | 2 = (c) An Online School<br>0 = other   | 0,2             |

| TASK 3: Written reception (Reading) |           |  |                 |
|-------------------------------------|-----------|--|-----------------|
| Task Item #                         | Item Type | Scoring Key  | Possible Values |
| 12                                  | OP        | 4 = The correct order of the pictures:<br>1 (picture d)<br>2 (picture b)<br>3 (picture c)<br>4 (picture e)<br>5 (picture a)<br>0 = other | 0, 4            |
| 13                                  | MC        | 4 = (d) not to eat it<br>0 = other   | 0, 4            |
| 14                                  | MC        | 4 = (b) of the bird<br>0 = other   | 0, 4            |
| 15                                  | MC        | 3 = (a) the fish wanted to live<br>0 = other   | 0, 3            |
| 16                                  | MC        | 3 = (b) The Clever Fish<br>0 = other   | 0, 3            |

| TASK 4: Written reception (Reading) |           |   |                 |
|-------------------------------------|-----------|---|-----------------|
| Task Item #                         | Item Type | Scoring Key   | Possible Values |
| 17                                  | MC        | 3 = (A)<br><b>Note:</b> If pupils <b>circled</b> the letter A on the postcard give full points.<br>0 = other  | 0, 3            |
| 18                                  | OP        | 3 = (Miri/She/We/I) (went) swimming/swam; (Miri) arrived in Turkey; (Miri) stayed with her grandparents; (Miri) arrived at the Mediterranean Sea; (Miri) went to the village<br>0 = other | 0, 3            |
| 19                                  | OP        | 3 = (about) 700 km/kilometers<br><b>Note:</b> Must mention kilometers. Do not accept just '700'.<br>0 = other   | 0, 3            |
| 20                                  | OP        | 4 = Friday, April 24 <sup>th</sup> , 2009; April 24, 2009; 24/4/09; 24 <sup>th</sup> April; April 24 <sup>th</sup><br>2 = Friday; April 24 <sup>th</sup> with the wrong day<br>0 = other  | 0, 2, 4         |
| 21.1                                | OP        | 3 = A village near Antalya: ✓ went on a boat<br>✓ visited family<br>0 = other<br><b>Note:</b> If pupils checked additional answers = 0 points   | 0, 3            |
| 21.2                                | OP        | 3 = Istanbul: ✓ ate <i>pide</i><br>✓ visited family<br>✓ climbed a tower<br>0 = other<br><b>Note:</b> If pupils checked additional answers = 0 points                                     | 0, 3            |
| 22                                  | MC        | 3 = (A)<br>0 = other  | 0, 3            |

| TASK 5: Written reception (Reading) |           |   |                 |
|-------------------------------------|-----------|---|-----------------|
| Task Item #                         | Item Type | Scoring Key   | Possible Values |
| 23                                  | MC        | 4 = (b) an animal with a pouch<br>0 = other   | 0, 4            |
| 24.1                                | OP        | 2 = (about) (one)/(1)/(a) meter (tall)<br>0 = other   | 0, 2            |
| 24.2                                | OP        | 2 = eucalyptus leaves; (the) leaves (of) eucalyptus (trees)<br>1 = leaves; eucalyptus (trees)<br>0 = other  | 0–2             |
| 25                                  | OP        | 3 = (in its mother's) pouch/pocket; (in) (a) (koala's) pouch /pocket; (in the) pouch of their parents<br>0 = other  | 0, 3            |
| 26                                  | OP        | 3 = A correct answer Includes the following components:<br>a. The (eucalyptus) leaves have water in them.<br>b. koalas/They eat the (eucalyptus) leaves.<br><b>Note:</b> An answer that includes only the first component (a) is considered a correct answer.<br>Examples: The leaves that they eat are full of water;<br>There is water in eucalyptus leaves.<br>1 = A partial answer includes only the second component (b)<br>Example: koalas/They eat (eucalyptus) leaves.<br>0 = other | 0, 1, 3         |
| 27a                                 | OP        | 2 = Description<br>0 = other  | 0, 2            |
| 27b                                 | OP        | 2 = Behavior<br>0 = other   | 0, 2            |
| 27c                                 | OP        | 2 = Diet<br>0 = other   | 0, 2            |



| TASK 6: Written production/Written interaction (Writing)   |           |                        |                 |
|--|-----------|------------------------|-----------------|
| Task Item #  | Item Type | Scoring Key            | Possible Values |
| 28 Content – Relevance   | OP        | See instructions below | 0,1,2           |
| 28 Content – Cohesion  | OP        | See instructions below | 0,1,2           |
| 28 Vocabulary  | OP        | See instructions below | 0,2,4           |
| 28 Language Accuracy   | OP        | See instructions below | 0,1,2           |
| 28 Mechanics   | OP        | See instructions below | 0,1,2           |
| 28 Text Length   | OP        | See instructions below | 0,3,8           |
| <b>Guidelines</b> <ul style="list-style-type: none"> <li>The grade given within each criterion should be based on a global assessment of the text: strong, intermediate, weak.</li> <li>If the content is not relevant to the instruction, give 0 points for all criteria in the Mivdakit.</li> <li>Very short answers should not be assessed. If the student wrote fewer than 15 words give 0 points for all criteria in the Mivdakit.</li> <li>Words that are not in English should be ignored.</li> </ul> |           |                        |                 |

| Content   |       |
|---|-------|
| Content – Relevance   |       |
| In relevance the marker is looking for a text that is on topic.   |       |
| <b>Strong</b> (the text is completely on topic)   | 2 pts |
| <b>Intermediate</b> (the text is partially on topic)  | 1 pts |
| <b>Weak</b> (the text is not at all on topic or the student only copies instructions)   | 0 pts |
| If you give 0 points for relevance, give 0 points for all other criteria.   |       |
| Content – Cohesion  |       |
| In cohesion the marker is looking for a text that is written in a logical order.  |       |
| Typically, a cohesive text has:   |       |
| <ul style="list-style-type: none"> <li>an introductory sentence</li> <li>a concluding sentence</li> <li>adverbs of sequence (e.g., first, second, then, later)</li> <li>conjunctions (e.g., although, because, therefore, but)</li> </ul> |       |
| <b>Strong</b> (the text has a high level of cohesion)   | 2 pts |
| <b>Intermediate</b> (the text has partial cohesion)   | 1 pts |
| <b>Weak</b> (the text has no cohesion)  | 0 pts |

| <b>Vocabulary</b>   |       |
|---|-------|
| <p>In vocabulary the marker is looking for:</p> <ul style="list-style-type: none"> <li>• correct and varied use of words</li> <li>• appropriate use of lexical chunks and phrases, with their prepositions (e.g., phrasal verbs, collocations, idioms)</li> </ul> |       |
| <b>Strong</b> (appropriate and varied use of words)   | 4 pts |
| <b>Intermediate</b> (some words are not used appropriately AND / OR the vocabulary is not varied enough)  | 2 pts |
| <b>Weak</b> (many words are not used appropriately)   | 0 pts |

| <b>Language Accuracy</b>   |       |
|--|-------|
| <p>In language accuracy the marker is looking for:</p> <ul style="list-style-type: none"> <li>• correct sentence structure</li> <li>• correct use of tenses, form of the verb, subject-verb agreement, modals</li> <li>• correct use of parts of speech, articles, singular and plural words</li> <li>• correct word order</li> <li>• correct use of pronouns</li> </ul> |       |
| <b>Strong</b> (mainly good grammar)  | 2 pts |
| <b>Intermediate</b>  | 1 pts |
| <b>Weak</b> (very poor grammar)  | 0 pts |

| <b>Mechanics</b>  |       |
|---|-------|
| <p>In mechanics the marker is looking for correct spelling, punctuation, and capitalization.</p> <p>Note: If the student misspelled the same word more than once, consider as a single error.</p> |       |
| <b>Strong</b> (only a few mechanics errors)   | 2 pts |
| <b>Intermediate</b>   | 1 pts |
| <b>Weak</b> (many mechanics errors)   | 0 pts |

| <b>Text Length</b>   |       |
|--|-------|
| In text length count all words (including a, the, etc.)                          |       |
| The student wrote at least 60 words  | 8 pts |
| The student wrote between 40-59 words  | 3 pts |
| The student wrote 39 words or fewer  | 0 pts |
| If there are fewer than 15 words, give 0 points here and for all other criteria. |       |