

Assessment Tasks: Set D

Task 1 - Planning a Trip to Singapore

Subtask 1: Finding out about Singapore

Subtask 2: An introduction to the Night Safari Park

Subtask 3: Replying to your friend

Task 2 - Telling Your Friends about Singapore

Unit Three Part 2
Assessment Tasks: Set D

In the following assessment you will need to carry out a series of tasks. In some of these tasks you are required to write and speak.

Your writing will be assessed on the following:

Content	The content needs to be relevant and sufficient . <ul style="list-style-type: none"> • Relevant means the content is meaningful to the topic, and • Sufficient means that there is enough content (i.e., not too little and not too much).
Organization	Content / Ideas should be presented logically and grouped together or separated in meaningful ways.
Language	<ul style="list-style-type: none"> • You need to make use of a range of grammatical and sentence structures accurately. • You need to use a variety of vocabulary and expressions accurately. • Your punctuation will be assessed. • Your spelling needs to be accurate.
Task Requirements	You need to follow the task requirements. For example, a task requirement may limit your writing to 100 words. Therefore read and follow directions carefully.
<i>Leave enough time to proofread your writing.</i>	

Your speaking will be assessed on the following:

Content	The content needs to be relevant and sufficient . <ul style="list-style-type: none"> • Relevant means the content is meaningful, and • Sufficient means that there is enough content (i.e., not too little and not too much).
Organization	The content is logically presented and grouped together or separated in meaningful ways.
Pronunciation and Fluency	Your pronunciation, word stress, intonation, volume and rate of speaking will be assessed.
Language	<ul style="list-style-type: none"> • You need to use a range of vocabulary and expressions accurately. • You need to use a range of grammatical structures accurately.
Non-verbal	Your speaking performance <i>may</i> also be assessed on eye contact, hand gestures and posture.
Task Requirements	You need to follow the task requirements. For example, a task may have a time limit. Therefore read and follow directions carefully.

Task 1: Planning a Trip to Singapore

Situation

You are going to visit a friend in Singapore during your holidays. She wants to start planning your stay. She has sent you a lot of information about some of the sites you may want to visit. Your task is to write her an email saying which site you would like to visit most.

Subtask 1: Finding out about Singapore

Read the extract of the letter from your friend and the information she has included from tourist brochures and then complete the grid below. You will later use the information in the grid to write a reply to your friend.

Data File

Part of the letter from your friend

... I'm really happy that you are coming to stay. There's so much to see and do in Singapore that I won't be able to show you everything. I know you love animals, so I'm sending you some information about Singapore's Underwater World, the zoo and the night safari park. Which would you like to visit? We won't have time to see them all!

Extracts from Tourist Brochures

Underwater World

Come with us on a trip to the bottom of the sea. Here, you can see fish of all shapes, colours and sizes. You can see sharks swimming above you as you walk through a 83-metre glass tunnel. You can also see other marine life such as plants and coral which live in the sea. But that's not all! Experienced divers can go scuba-diving with the sharks, or if you prefer, you can go swimming with the pink dolphins. But book early as these attractions are very popular!

Underwater World is on Sentosa Island. Opening hours are 9 a.m. to 9 p.m. daily. So have a great day with us, and remember to visit our Gift Shop with its selection of books, postcards and souvenirs.

Singapore Zoo

Spend a whole day at the zoo meeting some of our 2,700 animals. Learn about the 216 different species of animals at the zoo. None of the animals are kept in small cages. Instead, all our animals are in very large enclosures so that they have a lot of room to move freely. In these enclosures the plants and vegetation are similar to the vegetation the animals find in the wild. You can see the dangerous animals, such as the lions and tigers, through glass. But many of the animals move freely with our visitors. Our many attractions include animal rides, elephant shows, having your photo taken with a snake, and seeing the animals having their lunch.

If you get tired of walking through the 28 hectares, you can take a tram ride or relax in one of our many restaurants. And you can remember your day at the zoo by taking home some gifts from our wonderful gift shop. We're open from 8:30 a.m. to 6 p.m. daily.

Unit Three Part 2
Assessment Tasks: Set D

Complete the following grid so that you can compare Underwater World and Singapore Zoo.

	Underwater World	Singapore Zoo
What can you see?	1. _____ 2. _____ 3. _____ 4. marine plants 5. _____	1. _____
Other attractions	1. _____ 2. _____	1. _____ 2. _____ 3. photo with snake 4. _____
Where can you visit?	_____ every day	From 8:30 a.m. – 6:00 p.m. _____
How do you get around there?	On foot (walking)	1. _____ 2. _____
Facilities	1. _____	1. Gift shop 2. _____

Subtask 2: An introduction to the Night Safari Park

Your friend has also sent you a recording introducing the Night Safari Park in Singapore. Listen to the recording so that you can compare the Safari Park with the Zoo and Underwater World.

	Night Safari Park
What can you see?	Wild _____: _____ different types
Other attractions	1. 3.2 km _____ through grasslands and tropical forest 2. 3 walking _____ through the park
When can you visit?	_____ 7:30 p.m. - _____
How do you get around there?	1. _____ 2. Tram
Facilities	1. Café 2. _____

Subtask 3: Replying to your friend

You will only have the time to visit one of the above sites. Choose which site you would like to visit and then reply to your friend telling her which site you have chosen. Your reply should be about 150 words long. In your reply tell your friend:

- You found all the information interesting
- Which site you would like to visit (Underwater World, the Zoo or the Safari Park)
- Why you would like to visit the site

You may add information that is not provided above if it is relevant.

Task 2: Telling Your Friends about Singapore

After the holiday your teacher asks you to tell the class about your trip. You decide to tell them about your favourite attraction in Singapore. Use the notes below to report to the class. Your report should take about 90 seconds (one and a half minutes). You will have 2 minutes to prepare your presentation. Remember, you should not read from the notes, but talk to the class. You will need to supply the information to the final two questions.

Version 1

Attraction:	Sentosa Island
What is there:	Beautiful beach, lots of water sports, many sites to visit
How long you spent there:	Whole day
Who you went with:	Friend & her mother
Why you liked it:	Lots to do; great fun; like swimming
Would you like to visit the attraction again?	Yes / No : Why?
Who would you bring along with you?	?

Task 2: Telling Your Friends about Singapore

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Version 2

Attraction:	Bird Park
What is there:	Birds from all over the world
How long you spent there:	Several hours
Who you went with:	Friend & her older cousin
Why you liked it:	Very few bird parks in Hong Kong; many very beautiful birds
Would you like to visit the attraction again?	Yes / No : Why?
Who would you bring along with you?	?

Task 2: Telling Your Friends about Singapore

After the holiday your teacher asks you to tell the class about your trip. You decide to tell them about your favourite attraction in Singapore. Use the notes below to report to the class. Your report should take about 90 seconds (one and a half minutes). You will have 2 minutes to prepare your presentation. Remember, you should not read from the notes, but talk to the class. You will need to supply the information to the final two questions.

Version 3

Attraction:	Haw Pa Villa
What is there:	Chinese theme park
How long you spent there:	2 hours
Who you went with:	Friend & her father
Why you liked it:	Lots to do there; interested in Chinese culture
Would you like to visit the attraction again?	Yes / No : Why?
Who would you bring along with you?	?

Task 2: Telling Your Friends about Singapore

After the holiday your teacher asks you to tell the class about your trip. You decide to tell them about your favourite attraction in Singapore. Use the notes below to report to the class. Your report should take about 90 seconds (one and a half minutes). You will have 2 minutes to prepare your presentation. Remember, you should not read from the notes, but talk to the class. You will need to supply the information to the final two questions.

Version 4

Attraction:	Singapore History Museum
What is there:	Many different displays
How long you spent there:	All morning
Who you went with:	Friend & her cousin & aunt
Why you liked it:	Uses 3D images to tell history of Singapore; useful information for school history project
Would you like to visit the attraction again?	Yes / No : Why?
Who would you bring along with you?	?

Task 2: Telling Your Friends about Singapore

After the holiday your teacher asks you to tell the class about your trip. You decide to tell them about your favourite attraction in Singapore. Use the notes below to report to the class. Your report should take about 90 seconds (one and a half minutes). You will have 2 minutes to prepare your presentation. Remember, you should not read from the notes, but talk to the class. You will need to supply the information to the final two questions.

Version 5

Attraction:	Singapore Science Centre
What is there:	Films and displays about science
How long you spent there:	An afternoon
Who you went with:	Friend & older brother
Why you liked it:	Interactive museum; very interesting displays
Would you like to visit the attraction again?	Yes / No : Why?
Who would you bring along with you?	?

Task 2: Telling Your Friends about Singapore

After the holiday your teacher asks you to tell the class about your trip. You decide to tell them about your favourite attraction in Singapore. Use the notes below to report to the class. Your report should take about 90 seconds (one and a half minutes). You will have 2 minutes to prepare your presentation. Remember, you should not read from the notes, but talk to the class. You will need to supply the information to the final two questions.

Version 6

Attraction:	Botanic Gardens
What is there:	Beautiful, large park
How long you spent there:	Sunday afternoon
Who you went with:	Friend & her family
Why you liked it:	Great place for a picnic; lots of colourful flowers and plants
Would you like to visit the attraction again?	Yes / No : Why?
Who would you bring along with you?	?

Tapescript for Task 1 Subtask 2: An introduction to the Night Safari Park

Welcome to Singapore's Night Safari Park. Did you know that many animals are most active at night? That's why we have built a park where you can come to see wild animals at night. It's the first of its kind in the world. All together we have more than 1,000 animals in this park. We have 100 different types of animals, that's 100 different species of animals, in 3 separate parts of the park.

We will take you on a 3.2 km tram ride through grasslands and tropical forest. In each area as the tram passes you see different animals, such as lions on the grasslands and monkeys in the tropical rainforests. You can also walk along one of our 3 walking trails through the park. So bring the whole family on any day of the year. We're open 365 days in the year from 7:30 p.m. till 12 midnight. And before you leave, have a midnight snack and a hot drink in our café and don't forget to buy a small gift from our extensive Gift Shop to remind you of your visit.

Answer Key

Task 1 Subtask 1: Finding out about Singapore

How do Underwater World and Singapore Zoo compare?

	Underwater World	Singapore Zoo
What can you see?	<ol style="list-style-type: none"> 1. <i>fish</i> 2. <i>sharks</i> 3. <i>marine plants</i> 4. <i>coral</i> 5. <i>pink dolphins</i> 	<ol style="list-style-type: none"> 1. <i>Many different animals (2700 animals) / 216 different species of animals</i>
Other attractions	<ol style="list-style-type: none"> 1. <i>scuba-diving with sharks</i> 2. <i>swimming with pink dolphins</i> 	<ol style="list-style-type: none"> 1. <i>animal rides</i> 2. <i>elephant shows</i> 3. <i>photo with snake</i> 4. <i>seeing animals eating (being fed)</i>
When can you visit?	<i>9:00 a.m. – 9:00 p.m. every day</i>	From 8:30 a.m. – 6:00 p.m. <i>every day</i>
How do you get around there?	On foot (walking)	<ol style="list-style-type: none"> 1. <i>On foot</i> 2. <i>Tram</i>
Facilities	<ol style="list-style-type: none"> 1. <i>Gift shop</i> 	<ol style="list-style-type: none"> 1. <i>Gift shop</i> 2. <i>Restaurants</i>

Task 1 Subtask 2: An introduction to the Night Safari Park

	Night Safari Park
What can you see?	Wild <i>animals</i> : <u>100</u> different types
Other attractions	1. 3.2 km <u>tram ride</u> through grasslands and tropical forest 2. 3 walking <u>trails</u> through the park
When can you visit?	<u>every day</u> 7:30 p.m. - <u>12 midnight</u>
How do you get around there?	1. <u>On foot</u> 2. Tram
Facilities	1. Café 2. <u>Gift shop</u>

Feedback Sheet for Task 1 Subtask 3: Replying to your friend

	Needs Improvement	Satisfactory	Well Done
Content			
<ul style="list-style-type: none"> Chosen site clearly identified 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Reasons for choice given and explained 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization			
<ul style="list-style-type: none"> The email is divided into appropriate paragraphs 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Reasons for choice are elaborated 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The email demonstrates cohesion through, for example, the use of appropriate connectives 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Task Requirements			
<ul style="list-style-type: none"> Word limit is followed 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Email is written in a friendly and informal manner 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language & Style			
<ul style="list-style-type: none"> Preferences expressed through “I’d like”, “I’d prefer”, etc. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Descriptive language is used 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Use of tense is appropriate 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Meaning is clear 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Use of words is appropriate 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Comments</u>			

Feedback Sheet for Task 2: Telling Your Friends about Singapore

Using the same prompt sheet for learners as the feedback sheet for the teacher allows learners to assess themselves and better understand the teacher's assessment.

(1= needs improvement; 2= satisfactory; 3= well done)

Content	Do you use the information provided in your presentation?	1	2	3
	Do you use your own ideas and elaborate them in your presentation?	1	2	3
Organization	Have you presented the information in a logical and meaningful way?	1	2	3
	Do you introduce your topic and bring your presentation to a close?	1	2	3
Pronunciation and Fluency	Is your speech audible?	1	2	3
	Is your pace appropriate for a presentation?	1	2	3
	Is your speech fluent?	1	2	3
	Do you use word stress correctly?	1	2	3
	Do you vary your speech so that it is interesting to listen to?	1	2	3
Language	Are the structures you use grammatically correct?	1	2	3
	Do you use a range of vocabulary and expressions?	1	2	3
Non-verbal	Do you look at the audience when you speak?	1	2	3
Task Requirements	Do you speak for about 90 seconds?	1	2	3
Requirements	Do you sound friendly?	1	2	3
<u>Comments</u>				

Aims of Assessment

Task 1 - Planning a Trip to Singapore

Subtask 1: Finding out about Singapore

To assess learners' ability to:

- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)
- obtain and provide objects, services and information in real and simulated situations (ISe in KS3)

Subtask 2: An introduction to the Night Safari Park

To assess learners' ability to:

- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)
- obtain and provide objects, services and information in real and simulated situations (ISe in KS3)

Subtask 3: Replying to your friend

To assess learners' ability to:

- converse and exchange points of view about feelings, interests, preferences, ideas, experiences and plans (ISb in KS3)
- produce and exchange a range of formal and informal messages both oral and written (ISc in KS3)
- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)
- interpret and use more extensive information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting and drawing conclusions (KSb in KS3)

Task 2 - Telling Your Friends about Singapore

To assess learners' ability to:

- obtain and provide objects, services and information in real and simulated situations (ISe in KS3)
- produce a range of formal and informal messages both oral and written (ISc in KS3)
- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)

Task-specific Criteria for Reading and Listening

Task 1 – Planning a Trip to Singapore

Subtask 1: Choosing a place for an outing (reading)

- To understand and extract specific information from short, simple texts
- To select and organize information on less familiar topics

Subtask 2: An introduction to the Night Safari Park (listening)

- To understand and extract specific information from a short, simple text
- To select and organize information on less familiar topics

General and Task-specific Criteria for Assessing
Task 1 – Planning a Trip to Singapore
Subtask 3: Reply to your friend (Writing)

*General criteria for assessing writing	Task-specific criteria
<p>Content – demonstrating</p> <ul style="list-style-type: none"> ➢ relevance of ideas to the topic ➢ appropriateness of ideas ➢ substantive coverage ➢ creativity and originality of ideas <p>Organization – demonstrating</p> <ul style="list-style-type: none"> ➢ coherence through <ul style="list-style-type: none"> ◆ effective use of appropriate rhetorical patterns (e.g. narration, description, exposition) ◆ logical development of ideas (supported by appropriate examples and elaboration of details) ◆ logical sequencing of ideas / paragraphs ➢ cohesion through <ul style="list-style-type: none"> ◆ effective use of cohesive devices (e.g. adverbials, connectives [e.g. conjunctions, time / order words], indentation, referencing, restatement / appropriate repetition, subordination, tense consistency) 	<p>Content</p> <ul style="list-style-type: none"> ➢ writer introduces the email appropriately with general statement of thanks ➢ writer makes clear his / her preference for one site ➢ provides 3 reasons for choosing the site ➢ substantive content <p>Organization</p> <ul style="list-style-type: none"> ➢ coherence <ul style="list-style-type: none"> ◆ exploits appropriate rhetorical patterns such as description and comparison ◆ two to three paragraphs each demonstrating logical sequencing ◆ last paragraph restates the most preferred site and brings email to a close ➢ cohesion <ul style="list-style-type: none"> ◆ tense consistency ◆ consistent use of modals (e.g. <i>I'd like...., I'd prefer....</i>) ◆ connectives (e.g. <i>I also would like to see... I'd prefer to see x because....</i>) ◆ indentation – paragraphs are clearly marked by spacing or lines
<p>Genre and Task Requirements – demonstrating</p> <ul style="list-style-type: none"> ➢ adherence to genre requirements, e.g. <ul style="list-style-type: none"> ◆ academic (e.g. book reports, survey reports, expository writing) – relevant formats and features; acknowledging sources; maintaining objectivity ◆ personal (e.g. personal letters, emails, postcards, invitations) – relevant formats and features; personalizing ◆ transactional (e.g. letters of inquiry, letters of compliment / gratitude, letters of complaint, news articles, reports) – relevant formats and features; showing mastery of conventions; conciseness 	<p>Genre and Task Requirements</p> <ul style="list-style-type: none"> ➢ Genre <ul style="list-style-type: none"> ◆ shows relevant format and features of a personal email ➢ Task <ul style="list-style-type: none"> ◆ writes approximately 150 words ◆ covers required content

* This is a suggested list of general criteria for assessing writing. Teachers might like to consider adapting it for use in their own classrooms.

General and Task-specific Criteria for Assessing
Task 1 – Planning a Trip to Singapore
Subtask 3: Reply to your friend (Writing)

<ul style="list-style-type: none"> ◆ expressive (e.g. stories, poems, play scripts) – relevant formats and features; originality and creativity (e.g. stories, poems, play scripts) – relevant formats and features; originality and creativity ➤ adherence to task requirements (e.g. authenticity, word limit) 	
<p><u>Language and Style – demonstrating</u></p> <ul style="list-style-type: none"> ➤ appropriate range of vocabulary ➤ effective choice of words ➤ appropriateness of tone and register for intended reader and purpose 	<p>Language and Style</p> <ul style="list-style-type: none"> ➤ vocabulary well-chosen and varied ➤ language used appropriately for task and reader
<p><u>Grammar and Mechanics – demonstrating</u></p> <ul style="list-style-type: none"> ➤ accuracy in grammar (e.g. subject-verb agreement, tense, modals, word order, prepositions, clause structure) ➤ accurate spelling, capitalization and punctuation 	<p>Grammar and Mechanics</p> <ul style="list-style-type: none"> ➤ effective use of the simple present in 1st paragraph and the modals to show preference (e.g. <i>I'd like...; I'd prefer...</i>) ➤ correct word order and subject-verb agreement ➤ accurate use of a range of grammatical items and forms – <ul style="list-style-type: none"> ◆ conjunctions (e.g. <i>I'd like to see everything <u>but</u> I know we won't have time.</i>) ◆ contractions (e.g. <i>I'd prefer...; I'd like...</i>) ◆ infinitives (e.g. <i>I'd like <u>to see</u>...; I want <u>to go</u>...</i>) ◆ possessive adjectives (e.g. <i><u>My</u> preference is...</i>) ◆ modals (e.g. <i>I <u>would</u>...; we <u>could</u> go...</i>) ➤ accurate spelling, capitalization (e.g. proper nouns) and punctuation

General and Task-specific Criteria for Assessing
Task 2 – Telling Your Friends about Singapore (Speaking)

* General criteria for assessing speaking	Task-specific criteria
<p>Content – demonstrating</p> <ul style="list-style-type: none"> ➤ relevance of ideas to the topic ➤ appropriateness of ideas ➤ substantive coverage ➤ creativity and originality of ideas 	<p>Content</p> <ul style="list-style-type: none"> ➤ attraction, what is there, how long spent there, with whom and what you liked ➤ no irrelevant, inappropriate content ➤ substantive content ➤ provides additional information creatively
<p>Organization – demonstrating</p> <ul style="list-style-type: none"> ➤ coherence through <ul style="list-style-type: none"> ◆ using appropriate rhetorical patterns (e.g. narration, description, classification, comparison and contrast) ◆ providing openings and closings as needed ◆ presenting logically with appropriate examples / supporting details as needed ➤ cohesion through effective use of appropriate repetition, connectives (e.g. conjunctions, time / order words), referencing, restatement, summarizing and tense consistency , etc. 	<p>Organization</p> <ul style="list-style-type: none"> ➤ coherence <ul style="list-style-type: none"> ◆ exploits the rhetorical pattern of description ◆ clear opening and closing statements (e.g. <i>I'm going to tell you about...</i>) ◆ points logically sequenced and combined ➤ cohesion <ul style="list-style-type: none"> ◆ coordination (e.g. <i>I really liked the Bird Park <u>because</u> the birds there were really colourful.</i>) ◆ connectives (e.g. <i>You can <u>also</u> go swimming.</i>)
<p>Communicative Strategies – demonstrating</p> <ul style="list-style-type: none"> ➤ effective audience awareness (e.g. adjusting or modifying language / speech to suit audience needs, repeating and restating) ➤ effective oral interaction strategies (e.g. agreeing, politely disagreeing, seeking clarification, clarifying, interrupting / interjecting, questioning, restating, summarizing, turn taking) ➤ effective use of vocal features (e.g. eye contact, gesture, body movement and posture) 	<p>Communicative Strategies</p> <ul style="list-style-type: none"> ➤ effective use of voice and body language to make report interesting for the audience. ➤ uses examples to illustrate a point (e.g. ...<i>such as swimming and water sports; including sight-seeing</i>)

* This is a suggested list of general criteria for assessing speaking. Teachers might like to consider adapting it for use in their own classrooms.

General and Task-specific Criteria for Assessing
Task 2 – Telling Your Friends about Singapore (Speaking)

<p><u>Genre and Task Requirements – demonstrating</u></p> <ul style="list-style-type: none"> ➤ adherence to the relevant requirements of different genres of speaking (e.g. story-telling, oral presentation, public speaking, interview, conversation) ➤ adherence to task requirements (e.g. authenticity, time limit) 	<p>Genre and Task Requirements</p> <ul style="list-style-type: none"> ➤ Genre <ul style="list-style-type: none"> ◆ speaks in a friendly and informal way ➤ Task <ul style="list-style-type: none"> ◆ speaks for approximately 90 seconds ◆ covers required content
<p><u>Pronunciation and Fluency – demonstrating</u></p> <ul style="list-style-type: none"> ➤ clear and accurate pronunciation ➤ audible articulation ➤ smooth, confident delivery marked by: <ul style="list-style-type: none"> ◆ appropriate intonation ◆ appropriate pauses and word stress ◆ few hesitations ◆ use of contracted forms ◆ appropriate use of vocal features such as pitch, pace and tone 	<p>Pronunciation and Fluency</p> <ul style="list-style-type: none"> ➤ clear and accurate pronunciation ➤ audible speech to maintain audience attention ➤ appropriate intonation (e.g. <i>with sentence tags – ... okay?</i>) ➤ appropriate pauses and word stress ➤ few hesitations ➤ appropriate use of contracted forms (e.g. <i>I'm going to tell you about....</i>) ➤ effective use of vocal features (e.g. pitch, pace, tone)
<p><u>Language and Style – demonstrating</u></p> <ul style="list-style-type: none"> ➤ appropriate range of vocabulary ➤ effective choice of words ➤ appropriateness of register for intended audience and purpose 	<p>Language and Style</p> <ul style="list-style-type: none"> ➤ vocabulary well-chosen and varied ➤ language used appropriate for task and audience
<p><u>Grammar – demonstrating</u></p> <ul style="list-style-type: none"> ➤ accuracy in grammar (e.g. subject-verb agreement, tense, modals, word order, prepositions, clause structure) 	<p>Grammar and Mechanics</p> <ul style="list-style-type: none"> ➤ effective use of past tense (e.g. <i>we went there...we stayed, we had a good time</i>) ➤ correct word order and subject-verb agreement ➤ accurate use of a range of grammatical items and forms – <ul style="list-style-type: none"> ◆ pronouns (e.g. <i>We spent an afternoon there.</i>) ◆ connectives (e.g. <i>I like it because...</i>)
<p><u>Visual Aids – demonstrating</u></p> <ul style="list-style-type: none"> ➤ appropriate use of visual aids for the intended purpose 	<p>Visual Aids (None needed or required, none assessed)</p>