

## ACADEMIC COUNCIL REPORT

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**SESSION:**

Public

**ACTION REQUESTED:**

Decision

Discussion/Direction

Information

**DATE:** 28 June 2022

**FROM:** Undergraduate Studies Committee (USC)

**SUBJECT:** Global Education Language Institute ELP partnership

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**MANDATE:**

- Under the Policy Framework, Policy Owners must consult with deliberative bodies before presenting draft policy instruments to the approval authority for approval
- The USC has a mandate of maintaining the academic standards set by Academic Council and to serve as a deliberative body for academic policy instruments
  - The USC has reviewed the Global Education Language Institute ELP
  - partnership in accordance with its mandate under the Terms of Reference and recommends approval

**MOTION FOR CONSIDERATION:**

That, pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Global Education Language Institute ELP partnership.

**BACKGROUND/CONTEXT & RATIONALE:**

In an effort to continue to grow the undergraduate international student population at Ontario Tech University, the Office of the Registrar is proposing a partnership with Global Education Language Institute.

This partnership would allow for international students attending Global Education Language Institute's EAP program to be evaluated for admission to Ontario Tech University undergraduate programs that require a 6.5 IELTS on a competitive basis without the presentation of a standardized English language test (IELTS, TOEFL, DET etc.):

To qualify for this exemption, students must complete Global Education Language Institute's EAP Level 2 program to be eligible for admission.

For programs that require a 7.0 IELTS (Nursing and Education), graduates the EAP program can opt to enrol in Level 6 at Ontario Tech University's English Language Centre (ELC) or submit an IELTS of 7.0 (or equivalent).

The following Canadian colleges and universities have entered into similar partnerships with Global Education Language Institute and do not require presentation of a standardized English language test:

- Brock University
- Lakehead University
- Laurentian University
- Wilfrid Laurier University
- Ryerson University

We are confident that participation in Global Education Language Institute EAP program will provide the necessary English preparation for Ontario Tech University applicants.

**CONSULTATION:**

Deliberative Body: USC May 2022 for recommendation

Approval Authority: Academic Council June 2022

The development of this language pathway has been done in consultation with the Office of the Registrar and Global Education Language Institute. In April 2022, the University Registrar met with the Executive Director of Global Education Language Institute; both parties considered a partnership to be mutually beneficial. Specifically, this partnership will help build awareness of Ontario Tech and our program offerings in a key market and will help achieve enrolment goals.

**NEXT STEPS:**

- Pending the approval of Academic Council, this agreement will become effective as of January 2023.

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**SUPPORTING REFERENCE MATERIALS:**

- Memo from the University Registrar
- Global Education Language Institute Pathway Guide



## OFFICE OF THE REGISTRAR

### Policy Change Proposal

To: Undergraduate Studies Committee

From: Dr. Joe Stokes, University Registrar

Re: Global Education Language Institute ELP partnership

Date: May 2022

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In an effort to continue to grow the undergraduate international student population at Ontario Tech University, the Office of the Registrar is proposing a partnership with Global Education Language Institute.

This partnership would allow for international students attending Global Education Language Institute's EAP program to be evaluated for admission to Ontario Tech University undergraduate programs that require a 6.5 IELTS on a competitive basis without the presentation of a standardized English language test (IELTS, TOEFL, DET etc.):

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The following Canadian colleges and universities have entered into similar partnerships with Global Education Language Institute and do not require presentation of a standardized English language test:

- Brock University
- Lakehead University

- Laurentian University
- Wilfrid Laurier University
- Ryerson University

We are confident that participation in Global Education Language Institute EAP program will provide the necessary English preparation for Ontario Tech University applicants. This agreement would become effective for the September 2023 intake.

Global Education  
English for Academic Purposes (EAP)  
Pathway program  
2022

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## **1 Program Information**

### **1.1 What is EAP Pathway Program**

The aim of the EAP module is to provide students with the English language and academic skills required by Canadian university programs. Successful completion of the Global Education EAP program allows direct entry to partner colleges or universities without IELTS or TOEFL.

### **1.2 Who is eligible for our Pathway Program**

The EAP Pathway Program is for you if:

- You have finished high school and want to enroll in an undergraduate program (diploma or Bachelor's degree) at a Canadian university or college
- You have graduated from university and are planning to enroll in a postgraduate program (Master's degree or postgraduate certification)
- You want to be prepared for Canada's challenging higher education standards and succeed

### **1.3 Admission Criteria**

There are two levels in the EAP program, 8 weeks for each level, 25 hours of classes per week.

All coming students are required to complete the placement test in order to be placed into the appropriate ESL or EAP level.

There are three ways to get admitted into EAP program:

- a. Direct Admission: IELTS 5.5
- b. EAP Entry Admission Test

Students wishing to enter EAP directly must take the EAP admission test. The test consists of multiple comprehension questions and essay writing. Students must achieve 75% or higher overall for direct entry into EAP.

- c. EAP Preparation (ESL 1-4)

The grading for ESL 1-4 is derived from the cumulative grade of all class assignments, including tests, writing assignments, presentations, participations and attendance. Students must achieve 75% or higher in their cumulative grade in order to advance into EAP.

## 1.4 What is a direct transfer

- Global Education (GL) students have a big advantage because of GL's articulation transfer agreements with Canadian universities and colleges
- GL's Academic Pathway specialists will apply on students' behalf
- Students will not need to take IELTS / TOEFL upon successful completion of the Pathway program

## 2 Course Information

### 2.1 Course description

#### EAP 1

The course is designed to efficiently and strategically prepare intermediate level students for the Academic English Purposes by teaching them both the Academic English language and skills.

The course is for students with a **5.5 in IELTS** OR equivalent (as established through a placement test or alternative standardized test).

The course can be taught in two streams, the English Stream and the Bilingual Stream.

The course has 200 hours of instructional time. The program length is two months. There are 80 lessons, and each lesson is 2.5 hours long.

The language systems of pronunciation, vocabulary, grammar and academic English contents are taught through all of the course sections as appropriate.

#### EAP 2

The course is designed to efficiently and strategically prepare advanced level students for Academic English Purposes by teaching them the Academic English language skills.

The course is for students with a minimum of a **6.0 in IELTS** OR equivalent (as established through a placement test or alternative standardized test) OR successful completion of IELTS Academic Intermediate.

The course can be taught in English only.

The course has 200 hours of instructional time. The program length is 2 months. There are 80 lessons, and each lesson is 2.5 hours long.

The course is divided into five sections, which include academic vocabulary, listening, speaking, reading and writing.

### 2.2 Course names

#### EAP 1

1 Academic Vocabulary and grammar Usage

2 Academic listening focusing on lectures and seminars



- 3 Academic speaking & presentation skills
- 4 Academic reading & critical thinking skills
- 5 Academic essay writing

#### EAP 2

1. Academic vocabulary and grammar usage
- 2 .Academic listening focusing on lectures and seminars
- 3 .Academic speaking & presentation skills
- 4 .Academic reading & critical thinking skills
- 5 .Academic essay writing

### **2.3 Course textbooks**

#### EAP 1

##### **Course Textbook**

Nist. S. L. 2009. *Building Vocabulary Skills*. Townsend Press. ISBN-13: 978-1591941880

Nist. S. L. 2009. *Improving Vocabulary Skills*. Townsend Press. ISBN-13: 978-1591941903

Brooks, M. 2010. *Q Skills for Success Listening and Speaking 2: Student Book with Online Practice*. Oxford University Press. ISBN-13: 978-0194756112

Craven, M. 2010. *Q Skills for Success Listening and Speaking 3: Student Book with Online Practice*. Oxford University Press. ISBN-13: 978-0194756129

Freire, R. and Jones, T. 2011. *Q Skills for Success Listening and Speaking 4: Student Book with Online Practice*. Oxford University Press. ISBN-13: 978-0194756136

Daise, D., Norloff, C. and Carne, P. 2011. *Q Skills for Success Reading and Writing 4: Student Book*. Oxford University Press. ISBN-13: 978-0194756259

#### EAP 2

Nist. S. L. 2009. *Advancing Vocabulary Skills*. Townsend Press. ISBN-13: 978-1591941934

Nist. S. L. 2009. *Improving Vocabulary Skills*. Townsend Press. ISBN-13: 978-1591941903

Earle-Carlin, S. 2011. *Q Skills for Success Listening and Speaking 5: Student Book*. Oxford University Press. ISBN-13: 978-0194756044

Douglas, S. R. and Caplan, N. A. 2011. *Q Skills for Success Reading and Writing 5: Student Book*. Oxford University Press. ISBN-13: 978-0194756426

### **Supplementary Resources**

The following resources are available to teachers in order to supplement that material in the course textbook.

### **Additional Practice Questions and Tests**

1. IELTS <[www.ielts.org](http://www.ielts.org)>
2. British Council <<http://learnenglish.britishcouncil.org/en/ielts>>
3. *Cambridge IELTS 10* (Student's Book with answers and audio) ISBN 978-1-107-46443-8
4. *Cambridge IELTS 9* (Student's Book with answers and audio) ISBN 978-1-107-64562-2
5. *Cambridge Grammar for IELTS* ISBN 978-0-521-60462-8
6. *Top Tips for IELTS Academic* ISBN 978-1-906438-72-2
7. *Top Tips for IELTS General Training* ISBN 978-1-906438-73-9
8. *IELTS Preparation and Practice, Listening and Speaking, Third Edition* ISBN 978-0-10-552097-2
9. *IELTS Preparation and Practice, Reading and Writing, Third Edition* ISBN 978-195-520996
10. *Action Plan for IELTS (Academic)* ISBN 978-0-521-61527-3
11. *Action Plan for IELTS (General Training)* ISBN 978-0-521-61528-0

### **Grammar Practice**

1. *Basic English Grammar, Fourth Edition* ISBN 9780133818895
2. *Fundamentals of English Grammar, Fourth Edition* ISBN 9780132315135
3. *Understanding and Using English Grammar, Fourth Edition* ISBN 9780132464505
4. *English Grammar in Use* ISBN 9780521189392

### **Vocabulary Practice**

1. *Cambridge Vocabulary for IELTS* ISBN 978-0-521-70975-0
2. *Cambridge Vocabulary for IELTS Advanced* ISBN 978-0-521-17922-5
3. *Oxford Learner's Dictionary of Academic English* ISBN 978-019-4333504
4. *Longman Dictionary of Contemporary English, Sixth Edition* ISBN 9781447954200
5. *Focus on Vocabulary 1: Bridging Vocabulary* ISBN 9780131376199
6. *Focus on Vocabulary 2: Mastering the Academic Word List* ISBN 9780131376175

### **Pronunciation Practice**

1. *Focus on Pronunciation 1, Third Edition* ISBN 978-0132314930
2. *Focus on Pronunciation 2, Third Edition* ISBN 978-0132314947
3. *Focus on Pronunciation 3, Third Edition* ISBN 978-0132315005

### **Listening Practice**

1. TED Talks: [www.ted.com/talks](http://www.ted.com/talks)
2. Khan Academy: [www.khanacademy.org](http://www.khanacademy.org)
3. EduTube: <http://edutube.org/>
4. CBC Radio Archives: [www.cbc.ca/archives](http://www.cbc.ca/archives)
5. The National Public Radio: [www.npr.org](http://www.npr.org)
6. Focus English: [www.focusenglish.com/dialogues/conversation.html](http://www.focusenglish.com/dialogues/conversation.html)

### **2.4 Course schedule**

The course is divided into five types of classes:

1. Academic vocabulary and grammar usage
2. Academic listening focusing on lectures and seminars
3. Academic speaking & presentation skills
4. Academic reading & critical thinking skills
5. Academic essay writing

Each class is 2.5 hours long.

For a **full-time course**, over four weeks, the following is a sample weekly class schedule.

<b>Week 1</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
10:00am-12:30pm	AVGU1: Academic vocabulary and grammar usage Class 1	ASPS1: Academic speaking & presentation skills Class 1	AEW1: Academic essay writing Class 1	AL2: Academic listening focusing on lectures and seminars Class 2	ARCTS2: Academic reading & critical thinking skills Class 2
1:00pm-3:30pm	AL1: Academic listening focusing on lectures and seminars Class 1	ARCTS1: Academic reading & critical thinking skills Class 1	AVGU2: Academic vocabulary and grammar usage Class 2	ASPS2: Academic speaking & presentation skills Class 2	AEW2: Academic essay writing Class 2

### **3 EAP Assessment**

#### **3.1 Assessment Structure**

In order to pass the course, students must:

1. Attend at least 90% of the classes.
2. **Achieve an average score of 75% in the final exam with no less than 70% in writing or speaking**

The academic assessment includes:

- one mid-term exam- writing test, speaking test, reading test, and listening test.
- one final exam - writing test, speaking test, reading test, and listening test.
- two essays
- one presentation

## 3.2 Teaching Guidelines

### Academic Writing

Writing is a key skill for students entering undergraduate and postgraduate study and will form the basis of the majority of their assessments. It is therefore imperative that students develop written academic fluency.

#### Key features

- A clear focus on authentic tasks, ideally using writing tasks set by the subject area, as well as the use of pedagogic texts (e.g. from text books) to focus on teaching of particular writing skills.
- Constructive and frequent feedback is an important part of developing writing skills. Specific and detailed feedback based on aspects of the genre e.g. organisation, rhetorical functions, grammar and vocabulary can be based on the grading criteria.

#### Teaching should focus on:

- demonstrating and practising the —process|| of writing which includes: selecting texts, reading and making notes on texts, using notes to develop writing, organising extended writing, using literature to support an argument or provide evidence, citing and referencing, editing and proof reading and responding to feedback in subsequent tasks.
  - clear understanding of the EAP writing criteria, with opportunities for extensive teacher feedback based on the criteria, as well as self and peer evaluation and correction.
  - using a —text based approach|| to teaching writing in which authentic texts are used to provide models of appropriate language, vocabulary, organisation and structure.
- Reading and examining different genres and text types allows students to see how

different functions are achieved in academic texts through organisation, grammatical structures and lexical structures and use. Ideally Writing classes should be planned together with Reading classes in order to develop writing from reading, which is an authentic academic process.

### Academic Reading

Many students are surprised at the amount, level and type of reading required at universities. It is important that students understand that in many disciplines, the expectation is that most of their learning should come from independent reading rather than lecture notes. In order to ensure that students are not overwhelmed, it is important that reading classes prepare students for the demands of university study.

### Key features

- Texts used in the EAP class should include the type of texts students will meet at university i.e. extended academic texts and specialist subject texts such as textbooks, reports, government papers, manuals, reference texts, journals and conference papers. Many authentic texts can be taken from students' subject textbooks or provided by subject lecturers.

### Teaching should focus on:

- strategies for dealing with extended complex texts such as global reading strategies (sampling, skimming and scanning) and matching text with a purpose for reading. Students need extensive practice in employing these skills with both pedagogic and authentic texts.
- a clear purpose for reading. Different purposes have different strategies. An introduction to the different purposes of reading at University level is important for

them to understand the different strategies.

- critical reading skills
- integration of skills e.g. reading to writing tasks, reading to speaking tasks.
- increasing reading speed as this is often a problem for students taught intensive reading for exams which encourages a slow reading speed.
- strategies for dealing with unknown vocabulary.
- noticing and recording unknown vocabulary.
- strategies for dealing with complex sentences.
- locating relevant and appropriate academic texts.
- selection and evaluation of texts.
- noticing when, how and why writers cite other sources. Look for differences between genres and disciplines. Pay attention to the format of referencing and in text citations.
  
- highlighting how effective use of literature and correct citations and references avoid plagiarism.
- different methods of note taking such as linear notes using symbols and abbreviations as well as exploring different types of patterns for note taking e.g. tables, flow charts and spider-grams.

### Academic Listening

Listening in authentic university situations can prove to be a significant challenge for students. One of the main problems they face is listening to extended unscripted speech in the form of lectures.

Teaching should focus on:

- Focus on extended academic listening to develop skills of note taking and recognising discourse features of texts.

- Integration of listening with reading, writing and speaking. In authentic academic settings, listening is often preceded by reading and followed by writing or speaking, so where possible this should be mirrored in the EAP classroom.
- Focus on examining and understanding the linguistic devices and formulaic language used for different functions e.g. cause and effect, problem solutions and evaluation, outlining theoretical concepts and application, presentation of a thesis and justification followed by a listening task.
- Practising various types of note taking skills and using notes to write or speak.
- Listening texts are an excellent way to introduce and explore aspects of pronunciation.

### Academic Speaking

Students often find participating in classroom discussions challenging. This may be due to difficulty in keeping up with the pace of the discussion, lack of confidence in their own ideas, unfamiliarity with interactive classrooms or simply lack of practice in speaking. Students who do not participate in class or group discussions may be viewed as uncooperative. Thus, it is important that students understand the importance attached to participation and are equipped with the skills to enable them to do so actively and effectively. Effective oral skills are also an important factor in their personal and social development at university.

Teaching should focus on:

- examination and understanding of speaking criteria, with self and peer evaluation being used as a means of enabling students to understand the criteria.
- understanding key aspects of an effective presentation.
- practice and observation of student presentations
- developing and practicing effective interactive skills for participation in academic



discussions

- initiating discussion or ideas
- turn taking
- responding to others
- inviting others to speak
- interrupting
- keeping your turn
- agreeing and disagreeing
- summing up earlier ideas
- pronunciation/intonation and stress of key words and extended speech.

Vocabulary

Developing an academic vocabulary is at the core of academic language ability.

Vocabulary learning should be both explicit and planned as well as ad hoc and individually and context driven.

Teaching should focus on:

- developing vocabulary size.
- using word lists to identify the key vocabulary for teaching and learning.
- collocation and lexical phrases. It is important for students to see that not all lexical items are single words. Students need to recognize formulaic language in their reading and be able to produce in their writing.
- developing an understanding of synonyms.
- learner training, students need to learn which words and aspects of vocabulary are important, how to work with monolingual dictionaries and how to record vocabulary items.
- noticing, selecting, recording and exploring vocabulary both systematically and

as they occur from reading texts.

definitions word family members synonyms

pronunciation collocations antonyms

spelling (especially irregular plurals and verbs)

pictures sample sentences

- using monolingual dictionaries and Word Lists as tools to aid independent vocabulary development.

Vocabulary guidance:

- The amount of vocabulary available for study is far beyond what most students can manage. An important way to decide which vocabulary to study and which to ignore for the moment is to consider the usefulness of the words and phrases students identify as unknown.

- Usefulness of vocabulary has two main properties:

-- A word/phrase is key to understanding the text you are currently working with.

-- A word/phrase is valuable for understanding future reading/listening texts and for your own production.

- The second of these is of the greatest use for their overall studies. There are a number of clues that can help students to determine whether or not vocabulary will be valuable for future study. These include:

-- The word/phrase occurs with high frequency in most academic texts

-- The word/phrase occurs with high frequency in the subject area they are studying

-- The word/phrase occurs with high or mid-frequency in general texts.

- Academic vocabulary allows students to write with the correct level of formality and also includes words such as issue or factor which allow students to talk about and categorize important ideas and concepts in a variety of subject areas. Mid-frequency words and subject-specific high frequency words enable them to speak or write with greater precision and sophistication. This is important for expressing complex ideas and demonstrating evidence of criticality.

- When recording vocabulary for further study, students can include a wide range of information. For example:

- It's not necessary or useful to record everything students see in a dictionary entry in their vocabulary notebook. It's more important to begin by recording enough information that will help them to remember the word and think about contexts in which they can use it. As they review the entries in their notebooks, they can add additional information which will deepen their knowledge of their chosen words.

## **4 Appendices**

### **4.1 Continuous Assessment**

#### **4.1.1. Academic listening grading criteria**

Academic Listening Assessment Documents

To Be Handed Out to Students

Academic Listening Assessment: Student Task Guide

Description :

You will be asked to prepare for, take notes on and follow up on a listening task. This may be recorded or live and will be an academic lecture related to your subject area. To fulfill the task you will need to complete the following tasks:

#### 1. Lecture Preparation

- a. Describe the pre reading you did and outline what you learned from which sources.
- b. Present the pre lecture vocabulary work you did:

. Select 10 words or phrases which you think will be useful in preparation for the lecture. You may use some of these words in your summary of the lecture later.

. Write a paragraph explaining why your list of words is useful (e.g. key concept, high frequency academic words etc.)

. Record information which will help you use these words in your studies. This might include the definition, word family, usage etc.

## 2. Notes

Make notes during the lecture and include these plus any visuals or hand-outs, if provided, annotated where appropriate. These are used as evidence of your engagement during the lecture.

## 3. Summary

Write a summary of the lecture (250 words +/- 10%) from your notes of the key ideas and supporting ideas which demonstrate your understanding of the topic. If possible, use some of the words from your list. If you do not use any of the words from your list, you should give a short explanation about why this was not possible.

## 4. Lecture Follow-up

a. Show how ideas in the lecture link to other ideas you have read about or which have been presented in other lectures ( e.g. which ideas are supported, refuted or developed in this lecture)

b. Identify 3 further questions which follow on from the lecture. Make sure the questions are specific and relevant to the topic.

Important :

You should state clearly the subject assignment that this task relates to and give its full title. Make sure you have completed each of the four tasks and use the headings above to identify each one.

<b>Academic Listening Assessment: Grading Criteria</b>			
	Vocabulary	Summary	Reading/Links/ Questions
	20%	40%	40%
A* 80+%	. At least 10 words are listed.	. The summary includes and	. Choice of pre-lecture

	<ul style="list-style-type: none"> <li>. Explanation of usefulness of the list shows a critical awareness of the role of vocabulary in texts.</li> <li>. Method of recording supports further study and recycling.</li> <li>. All aspects of each entry are correctly recorded.</li> <li>. Words used in the summary are appropriate and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>distinguishes all of the main and supporting ideas from the lecture and is appropriately organized.</li> <li>. Summary demonstrates a sophisticated understanding of the lecture.</li> </ul>	<ul style="list-style-type: none"> <li>reading is highly relevant and extensive.</li> <li>. Links made to readings and other lectures show an original perspective.</li> <li>. Questions show an original perspective and demonstrate full engagement.</li> </ul>
A 70-79%	<ul style="list-style-type: none"> <li>. At least 10 words are listed.</li> <li>. Explanation of usefulness shows good awareness of the role of vocabulary in texts.</li> <li>. Method of recording supports further study and recycling.</li> <li>. All aspects of each entry are correctly recorded.</li> <li>. Words used in the summary are appropriate and mostly accurate.</li> </ul>	<ul style="list-style-type: none"> <li>. The summary includes and distinguishes most of the main and supporting ideas from the lecture and is appropriately organized.</li> <li>. The summary demonstrates an excellent understanding of the lecture.</li> </ul>	<ul style="list-style-type: none"> <li>. Preparation for lecture is highly relevant, detailed and useful.</li> <li>. Links made are highly relevant and insightful.</li> <li>. Questions are specific, highly relevant and demonstrate a high level of engagement.</li> </ul>
B 60-69%	<ul style="list-style-type: none"> <li>. At least 10 words are listed.</li> <li>. Explanation of usefulness shows adequate awareness of the role of vocabulary in texts.</li> <li>. Recording shows good awareness of vocabulary learning strategies.</li> <li>. Information is almost</li> </ul>	<ul style="list-style-type: none"> <li>. The summary includes and distinguishes most of the main and supporting ideas from the lecture and is generally appropriately organized.</li> <li>. The summary shows a very</li> </ul>	<ul style="list-style-type: none"> <li>. Preparation for lecture is relevant, detailed and useful.</li> <li>. Links made are relevant and show some insight.</li> <li>. Questions are relevant, specific and demonstrate</li> </ul>

	<p>entirely correct.</p> <ul style="list-style-type: none"> <li>. Words used in the summary are mostly appropriate and accurate.</li> </ul>	<p>good understanding of the lecture.</p>	<p>good engagement.</p>
<p>C 50-59%</p>	<ul style="list-style-type: none"> <li>. At least 10 words are listed.</li> <li>. Explanation of usefulness shows some awareness of the role of vocabulary in texts.</li> <li>. Recording shows some awareness of vocabulary learning strategies.</li> <li>. Information is mostly correct.</li> <li>. Words used in the summary may not be appropriate or accurate.</li> </ul>	<ul style="list-style-type: none"> <li>. The summary includes some main and supporting ideas from the lecture. Some attempt is made at distinguishing these and is appropriately organized.</li> <li>. Some aspects of the organization may lack clarity.</li> <li>. The summary shows good understanding of the lecture.</li> </ul>	<ul style="list-style-type: none"> <li>. Preparation for lecture is generally relevant and detailed and is generally useful.</li> <li>. Links made are generally relevant.</li> <li>. Some questions have relevance and are specific and demonstrate some engagement.</li> </ul>
<p>D 40-49%</p>	<ul style="list-style-type: none"> <li>. At least 9-10 words are listed.</li> <li>. Explanation of usefulness shows little awareness of the role of vocabulary in texts.</li> <li>. Recording shows limited awareness of vocabulary recording strategies.</li> <li>. Some information is correct.</li> <li>. Attempt to use words in the summary is mostly unsuccessful.</li> </ul>	<ul style="list-style-type: none"> <li>. The summary includes some of the main and supporting ideas of the lecture. However, these may not be easily distinguishable or may indicate some misunderstanding.</li> <li>. Organization may be problematic.</li> <li>. The summary demonstrates an adequate understanding of the lecture.</li> </ul>	<ul style="list-style-type: none"> <li>. Evidence of some preparation which is relevant but with limited use.</li> <li>. Links are made with limited relevance.</li> <li>. Questions have limited relevance, may be general and demonstrate limited engagement.</li> </ul>
<p>E</p>	<ul style="list-style-type: none"> <li>. 6-8 words are listed.</li> </ul>	<ul style="list-style-type: none"> <li>. The summary</li> </ul>	<ul style="list-style-type: none"> <li>. Little evidence of</li> </ul>

35-39%	<ul style="list-style-type: none"> <li>. Explanation of usefulness shows no awareness of the role of vocabulary in texts.</li> <li>. Method of recording is likely to hinder vocabulary learning.</li> <li>. Very little information is correct.</li> <li>. Words are not used in the summary.</li> </ul>	<ul style="list-style-type: none"> <li>includes a limited number of main and supporting ideas from the lecture but these are indistinguishable.</li> <li>. Little evidence of organization or understanding.</li> </ul>	<ul style="list-style-type: none"> <li>preparation for the lecture or it is mostly irrelevant.</li> <li>. Links are made but lack relevance.</li> <li>. Questions have little or no relevance and are general.</li> </ul>
F 34% And under	<ul style="list-style-type: none"> <li>. 5 or fewer words are listed.</li> <li>. No explanation of usefulness provided.</li> <li>. Information is extremely limited/incorrect.</li> <li>. Words are not used in the summary.</li> </ul>	<ul style="list-style-type: none"> <li>. The summary does not include any main or supporting ideas from the lecture.</li> </ul>	<ul style="list-style-type: none"> <li>. No evidence of preparation for the lecture. No links are made to other sources or lectures. Questions are missing or of no relevance.</li> </ul>

#### 4.1.2 Academic Reading Grading Criteria

Academic Reading Task Assessment Documents

To Be Handed Out to Students

Student Task Guide: Academic Reading Task

#### Description

You will be given a text by your teacher which links to a subject related assignment. You need to read the text and then:

#### 1. Assignment

Indicate the full assignment details the reading relates to.

#### 2. Reading Notes

Identify the sections of the text and the key points which are relevant to the assignment, add questions, and make links between ideas within the text. These will show your degree of ‘engagement’ with the text. You can do this on a copy of the text or you can make notes.

### 3. Summary

Produce a summary of the text which shows your understanding of the text and includes:

- . A correct reference in Harvard style.
- . A summary of the sections of the text which are relevant to the assignment task, and which accurately paraphrases key points and supporting evidence.

### 4. Discussion

Write a critical discussion of the value of the text in relation to the assignment. Here, you will need to:

- a) Explain how the text content relates to the assignment and
- b) Critically evaluate the text in relation to the assignment. Evaluate

the:

1. relevance of each text you have chosen to the subject assignment

2. source of each text

3. author and date published

4. objectivity and impartiality of author

### 5. Vocabulary

- . As you read, identify unknown and key vocabulary (words and phrases) in the text(s).

- . Select 10 items (words or phrases) which you think will be useful for your studies

- . Explain why your list is useful (e.g. key term, high frequency, high frequency academic word, common academic phrase).

- . Record information which will help you use this word in your studies. This might include the definition, word family, word forms, synonyms, collocations and/or usage.

- . Select some of the words from your list which are useful for your summary and use them appropriately in the summary.



Important

You should state clearly the subject assignment that this task relates to and give its full title. Make sure you have completed each of the five tasks and use the headings above to identify each one.

<b>Reading Assessment: Grading Criteria</b>				
	Annotations/Notes/ Reference	Summary	Evaluation	Vocabulary
	20%	40%	20%	20%
A* 80+%	Award an A* only when the student has achieved an A grade in all four categories.			
A 70-79%	<ul style="list-style-type: none"> <li>. Annotations or notes identify key points and supporting arguments accurately.</li> <li>. Questions and linking demonstrate a high level of critical engagement with the content of the text.</li> <li>. The reference list is full and is accurately presented in accordance with the Harvard system.</li> </ul>	<ul style="list-style-type: none"> <li>. The summary demonstrates highly detailed understanding.</li> <li>. The summary focuses on the text sections relevant to the assignment.</li> <li>. Paraphrasing is accurate.</li> </ul>	<ul style="list-style-type: none"> <li>. Critical judgments are made on the value of the source and demonstrate a high level critical awareness (e.g. awareness of bias, relevance or author's stance, nature of source, date).</li> </ul>	<ul style="list-style-type: none"> <li>. At least 10 words are listed.</li> <li>. Explanation of usefulness shows good awareness of the role of vocabulary in texts.</li> <li>. Method of recording supports further study and recycling.</li> <li>. All aspects of each entry are correctly recorded.</li> <li>. Words used in the summary are appropriate and mostly accurate.</li> </ul>
B 60-69%	<ul style="list-style-type: none"> <li>. Annotations or notes identify key points and supporting</li> </ul>	<ul style="list-style-type: none"> <li>. The summaries demonstrate very good understanding.</li> <li>. The summary</li> </ul>	<ul style="list-style-type: none"> <li>. Good judgments are made on the value of the</li> </ul>	<ul style="list-style-type: none"> <li>. At least 10 words are listed.</li> <li>. Explanation of usefulness shows adequate</li> </ul>

	<p>arguments mostly accurately.</p> <ul style="list-style-type: none"> <li>. Linking and questions demonstrate a good level of critical engagement with the content of the text.</li> <li>. The reference list is full and is accurately presented in accordance with the Harvard system.</li> </ul>	<p>focuses on the text sections relevant to the assignment.</p> <ul style="list-style-type: none"> <li>. Paraphrasing is generally accurate.</li> </ul>	<p>source.</p> <ul style="list-style-type: none"> <li>. Critical judgments are relevant and accurate (e.g. awareness of bias, relevance or author's stance, nature of source, date).</li> </ul>	<p>awareness of the role of vocabulary in texts.</p> <ul style="list-style-type: none"> <li>. Recording shows good awareness of vocabulary learning strategies.</li> <li>. Information is almost entirely correct.</li> <li>. Words used in the summary are mostly appropriate and accurate.</li> </ul>
<p>C 50-59%</p>	<ul style="list-style-type: none"> <li>. Annotations or notes identify key points and some supporting arguments with minor inaccuracies.</li> <li>. Linking and questions demonstrate some aspects of critical engagement with the text.</li> <li>. The reference list is complete. Reference list and formatting contain minor errors which will still allow source to be located.</li> </ul>	<ul style="list-style-type: none"> <li>. The summaries demonstrate good understanding but minor points may be misunderstood.</li> <li>. The summary mainly focuses on relevant text sections.</li> <li>. Paraphrasing may rely on word swaps and lexical chunking from the text.</li> </ul>	<ul style="list-style-type: none"> <li>. There is some evidence of good judgments on the value of sources.</li> <li>. There is evidence of critical awareness (e.g. awareness of bias, relevance or author's stance) but they lack accuracy or relevance.</li> </ul>	<ul style="list-style-type: none"> <li>. At least 10 words are listed.</li> <li>. Explanation of usefulness shows some awareness of the role of vocabulary in texts.</li> <li>. Recording shows some awareness of vocabulary learning strategies.</li> <li>. Information is mostly correct.</li> <li>. Words used in the summary may not be appropriate or accurate.</li> </ul>
<p>D 40-49%</p>	<ul style="list-style-type: none"> <li>. Annotations or notes</li> </ul>	<ul style="list-style-type: none"> <li>. The summaries demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>. Some relevant</li> </ul>	<ul style="list-style-type: none"> <li>. At least 9-10 words are</li> </ul>

	<p>identify some key points and some supporting arguments with some inaccuracies.</p> <p>. Linking and questions demonstrate limited critical engagement with the text.</p> <p>. The reference list is complete but with several types of errors which will still allow source to be located.</p>	<p>satisfactory understanding but contain misunderstandings.</p> <p>. The summary does not always focus on relevant text sections.</p> <p>. Paraphrasing relies heavily on original text.</p>	<p>judgments are made on. Some relevant judgments are made on the value of the source.</p> <p>. There is very limited evidence of critical awareness (e.g. awareness of bias, relevance or author's stance) and it is largely inaccurate or irrelevant.</p> <p>the value of the source.</p> <p>. There is very limited evidence of critical awareness (e.g. awareness of bias, relevance or author's stance) and it is largely inaccurate or irrelevant.</p>	<p>listed.</p> <p>. Explanation of usefulness shows little awareness of the role of vocabulary in texts.</p> <p>. Recording shows limited awareness of vocabulary recording strategies.</p> <p>. Some information is correct.</p> <p>. Attempt to use words in the summary is mostly unsuccessful.</p>
E	. Annotations or	. The summaries	. Limited	6-8 words are

35-39%	<p>notes contain many inaccuracies.</p> <ul style="list-style-type: none"> <li>. There is some engagement with the text but it is limited and uncritical.</li> <li>. Reference list is incomplete and/or contains several errors of formatting and referencing which prevent the source being located.</li> </ul>	<p>demonstrate limited understanding of main points.</p> <ul style="list-style-type: none"> <li>. The summary does not focus on relevant sections of text.</li> <li>. Paraphrasing is limited with parts of text copied.</li> </ul>	<p>relevant judgments are made on the value of the source.</p> <ul style="list-style-type: none"> <li>. There is extremely limited evidence of critical awareness (e.g. awareness of bias, relevance or author's stance).</li> </ul>	<p>listed.</p> <ul style="list-style-type: none"> <li>. Explanation of usefulness shows no awareness of the role of vocabulary in texts.</li> <li>. Method of recording is likely to hinder vocabulary learning.</li> <li>. Very little information is correct.</li> <li>. Words are not used in the summary.</li> </ul>
F 34% And under	<ul style="list-style-type: none"> <li>. Annotations or texts are largely inaccurate.</li> <li>. Little or no engagement with the text.</li> <li>. Reference list is missing and/or largely inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>. Summaries demonstrate little or no understanding of the text or are incorrect.</li> <li>. No evidence of critical engagement.</li> <li>. A high level of copying chunks of text from the original.</li> </ul>	<ul style="list-style-type: none"> <li>. No judgments are made and on the value of the source.</li> <li>. No critical awareness.</li> </ul>	<ul style="list-style-type: none"> <li>. 5 or fewer words are listed.</li> <li>. No explanation of usefulness provided.</li> <li>. Information is extremely limited/incorrect.</li> <li>. Words are not used in the summary.</li> </ul>

### 4.1.3. Academic Presentation grading criteria

Academic Presentation Assessment Documents

To Be Handed Out To Students

Academic Presentation Assessment: Student Task Guide

Description

You will prepare and give a timed presentation to your peers and teachers based on a topic given by your teacher. In order to do this you will need to:

- . Plan your presentation to cover all the key points within the time limit. You will not be given any extra time and will be told to stop at the time limit.
- . Prepare PowerPoint slides to support your presentation. Follow the accepted guidelines on presenting information on slides.
- . Practice your presentation so that you do not need to read directly from cards/notes. You can keep the cards/notes with you when you present as you may have to refer to them.
- . Make sure you understand your topic well so that you can answer questions on it.
- . Give your presentation to your peers and teachers.
- . At the end of the presentation, allow your audience to ask questions and answer their questions.

#### Teacher Notes

. Students should be given clear guidelines on the purpose of the presentation in order to be able to assess Task Fulfillment. Where the presentation is set by the

EAP teacher and not a subject teacher the guidelines should clearly state:

- The purpose of the presentation (e.g. to explain, discuss, analyze etc.)
- The content of the presentation
- The intended audience for the presentation
- The time limit of the presentation ( no more than 15 minutes)

. It is vital that students keep to the time limit. There should be an indication to them when they have one minute remaining and also once they reach the time limit. Once this is reached the student should be stopped. In order to achieve this keeping to the time limit, students will need considerable practice. This will ensure their familiarity with their material and will significantly help their performance.

### PRESENTATION GRADING CRITERIA

	Task Fulfillment/ Achievement	Organization	Paralinguistic	Language
A*	. An extremely informative	. Excellent organization.	. The student appears very	. Pronunciation is excellent displaying

(80-100)	<p>presentation.</p> <ul style="list-style-type: none"> <li>. Well-developed introduction, ideas and conclusion.</li> <li>. No more could reasonably be added.</li> </ul>	<ul style="list-style-type: none"> <li>. Clear and appropriate verbal signposting between and within sections.</li> <li>. Visual aids are entirely relevant, clear and easy to follow.</li> <li>. Visual aids are skillfully used throughout the presentation to support/develop points and enhance audience's understanding.</li> </ul>	<p>confident.</p> <ul style="list-style-type: none"> <li>. Excellent eye contact.</li> <li>. Gestures, where used, are highly natural and effective.</li> <li>. Delivery is fluent and natural with little or no reliance on cue cards or the screen text.</li> <li>. Delivery is clearly audible at all times.</li> </ul>	<p>near native speaker like features of sentence stress and intonation.</p> <ul style="list-style-type: none"> <li>. Appropriate and sophisticated vocabulary is used accurately.</li> <li>. Grammar is complex and accurate.</li> <li>. This is sustained during Q&amp;A session.</li> </ul>
A (70-79)	<ul style="list-style-type: none"> <li>. An informative presentation.</li> <li>. Clear introduction, ideas and conclusion.</li> <li>. Some parts would benefit from more detail.</li> </ul>	<ul style="list-style-type: none"> <li>. Very well organized.</li> <li>. Clear verbal signposting.</li> <li>. Clear and appropriate visual aids which help the audience follow the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>. The student appears confident.</li> <li>. Very good eye contact.</li> <li>. Gestures, where used are natural and effective</li> <li>. Delivery is fluent and natural, though references to cue cards/screen text are needed.</li> <li>. The presentation is clearly audible.</li> </ul>	<ul style="list-style-type: none"> <li>. Pronunciation stress and intonation are excellent.</li> <li>. Excellent use of vocabulary, including academic vocabulary, used flexibly.</li> <li>. Grammar includes a range of structures used accurately.</li> <li>. This is sustained during Q and A.</li> </ul>
B (60-69)	<ul style="list-style-type: none"> <li>. Generally informative.</li> <li>. Has an introduction</li> </ul>	<ul style="list-style-type: none"> <li>. Well organized.</li> <li>. For the most part, sections</li> </ul>	<ul style="list-style-type: none"> <li>. The student is reasonably confident.</li> <li>. Mostly</li> </ul>	<ul style="list-style-type: none"> <li>. Pronunciation, stress and intonation are good.</li> <li>. Vocabulary is</li> </ul>

	<p>and conclusion, but may over-generalize some ideas.</p> <p>. May occasionally lose focus on the task set.</p>	<p>have clear verbal signposting.</p> <p>. Visual aids are mostly appropriate and generally help the audience follow the presentation.</p>	<p>natural and effective eye contact.</p> <p>. Mostly natural and effective gestures.</p> <p>. Delivery is generally fluent and natural, but references to cue cards/screen text are needed regularly.</p> <p>. Presentation is audible with no strain for the audience.</p>	<p>wide, accurate and flexible.</p> <p>. A wide range of grammatical structures used with a good degree of control.</p> <p>. There is less complexity/accuracy in the Q&amp;A session.</p>
<p>C (50-59)</p>	<p>. Information may become unclear or repetitive.</p> <p>. Some parts are more developed than others, including the introduction and/or conclusion.</p> <p>. May not fully address the task set.</p>	<p>. There is some attempt to organize.</p> <p>. There is an attempt to signpost sections verbally.</p> <p>. Visual aids may not always be appropriate, but generally do help the audience follow the presentation.</p>	<p>. The student may not always appear confident.</p> <p>. Some attempts to make eye contact but may be unnatural.</p> <p>. Some gestures used effectively but may be unnatural.</p> <p>. Reliance on cue cards/screen text means delivery is not always natural.</p> <p>. The presentation is generally</p>	<p>. Pronunciation is good despite some errors in sounds, word/sentence stress and intonation.</p> <p>. A wide range of vocabulary including academic vocabulary is used but may lack precision.</p> <p>. Complex grammar is attempted, but basic sentences are more accurate.</p> <p>. There is significantly less accuracy/complexity in the Q&amp;A session.</p>

			audible with little strain for the audience.	
D (40-49)	<ul style="list-style-type: none"> <li>. Information is unclear and/or repetitive.</li> <li>. Introduction and/or conclusion not well-developed and ideas need expansion.</li> <li>. Does not fully address the task set.</li> </ul>	<ul style="list-style-type: none"> <li>. There is a lack of organization.</li> <li>. Sections are not always clearly signposted verbally.</li> <li>. Visual aids are sometimes distracting to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>. The student seems to lack confidence.</li> <li>. Eye contact mainly unnatural.</li> <li>. Some of the gestures are awkward and unnatural.</li> <li>. Over-reliance on cue cards/screen text makes delivery unnatural.</li> <li>. Low volume causes strain for the audience.</li> </ul>	<ul style="list-style-type: none"> <li>. Pronunciation is adequate despite errors in sounds, word/sentence stress and intonation.</li> <li>. Vocabulary may not always be totally appropriate or used accurately.</li> <li>. Simple sentences are generally accurate and more frequent than complex.</li> <li>. The Q&amp;A session is much less accurate and there is some hesitation.</li> </ul>
E (35-39)	<ul style="list-style-type: none"> <li>. Does not express any clear information.</li> <li>. Presents few ideas, or irrelevant ideas, lacks introduction and/or conclusion.</li> <li>. Does not adequately address the task.</li> <li>. Is not of appropriate length.</li> </ul>	<ul style="list-style-type: none"> <li>. The presentation is not easy to follow.</li> <li>. Sections are not clearly signposted verbally.</li> <li>. Visual aids distract the audience.</li> </ul>	<ul style="list-style-type: none"> <li>. The student is not confident.</li> <li>. Very unnatural eye contact.</li> <li>. Very unnatural gestures.</li> <li>. There is an over-reliance on cue cards/screen text, evidenced by reading whole sentences, so delivery is not natural.</li> <li>. The presentation may not be audible.</li> </ul>	<ul style="list-style-type: none"> <li>. Pronunciation of sounds and inappropriate word/sentence stress and intonation cause strain at times.</li> <li>. Vocabulary is limited with frequent inaccuracies.</li> <li>. Simple sentences are mainly correct and predominate.</li> <li>. Complex language is attempted but errors cause some strain.</li> <li>. There is hesitation in the Q&amp;A session as even simple language is</li> </ul>



				accessed.
F (34 and under)	<ul style="list-style-type: none"> <li>. The presentation is clearly lacking in adequate preparation.</li> <li>. The student is reading the majority of the presentation from a script.</li> <li>. The audience are not informed or engaged.</li> <li>. May be significantly under/over-length</li> </ul>			

Please highlight the relevant criteria in the table above and add any additional comments below. Any additional comments by the 2nd Marker should be highlighted differently.

Additional Comments:

1st Marker Name				
C&R	C	V	G	Final

2nd Marker Name					Final Mark
C&R	C	V	G	Final	

#### 4.1.4 Subject Specific Essay Grading Criteria

### Subject Specific Essay Assessment Documents

#### To Be Handed Out To Students

### Subject Specific Essay Assessment: Student Task Guide

#### Description

You will be given an essay or report by one of your subject teachers which will also be assessed for EAP. You will need to complete the following steps to complete the essay/report:

- . Read and make notes on any sources you think will be relevant and useful for your essay

- . Make a detailed plan of each paragraph/section of your essay/report
- . Write your essay in a Word document.
- . Make sure you refer to the sources that will support your essay/report by using citations, quotations and paraphrasing
- . Write a reference list using Harvard referencing system at the end of your essay or report.
- . Proofread and edit your work to make sure the spelling and grammar are accurate.
- . Present your work correctly formatted in an appropriate academic style.

#### Teacher Notes

- . You will need to liaise with the subject teachers to choose a piece of written work which will allow students to achieve the highest levels on the criteria
- . Science and Engineering reports may not be suitable as they stand, but in discussion with the subject teachers it may be possible to add a literature summary or review to these tasks which would allow students to demonstrate the full range of EAP writing skills. If you are not sure please check with the EAP Subject Leader.
- . Another alternative for Engineering and Science students is to liaise with the subject teachers to provide an essay task, which while it is not authentic, is related to the work they are doing in their subjects.
- . Students should be taught how to effectively edit their work and eliminate common errors.

#### Assessment Writing Criteria

	Citing and Referencing	Coherence/Cohesion	Vocabulary	Grammar
A* (80-100)	. At A* level the student addresses all the criteria of an A and in addition: . Entirely accurate	. Ideas are easy to follow due to the use of sophisticated organization within and across	. A very wide range of vocabulary is used. . Vocabulary is used accurately to convey	. A wide range of complex structures used to very good effect. . Simple and

	<p>citations and referencing.</p> <ul style="list-style-type: none"> <li>. Literature is used effectively and critically to support the writer's argument.</li> </ul>	<p>paragraphs.</p> <ul style="list-style-type: none"> <li>. Referencing and substitution are used with sophistication.</li> <li>. Cohesive devices are used skillfully and convey precise relationships between ideas.</li> <li>. Paragraphing is used effectively.</li> <li>. Strong links are made between sections where appropriate.</li> </ul>	<p>precise meaning.</p> <ul style="list-style-type: none"> <li>. The tone is consistently and naturally academic.</li> <li>. Phrases and collocations are completely natural.</li> <li>. There are virtually no spelling errors.</li> </ul>	<p>complex structures are accurate and natural.</p> <ul style="list-style-type: none"> <li>. Punctuation is used accurately and to good effect.</li> </ul>
A (70-79)	<ul style="list-style-type: none"> <li>. In-text quotes/paraphrases are used effectively to support points made.</li> <li>. All in-text quotes/paraphrases are cited though there are minor errors in style.</li> <li>. Full references are given with 1-2 minor errors in style.</li> </ul>	<ul style="list-style-type: none"> <li>. Ideas are easy to follow and are logically presented.</li> <li>. Referencing and substitution are used effectively</li> <li>. Cohesive devices are used naturally within and between paragraphs and sentences.</li> <li>. Paragraphing is used effectively.</li> <li>. Appropriate links are made between sections where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>. A wide range of vocabulary is used with a variety of mid- and low- frequency words and phrases being used.</li> <li>. Vocabulary is used accurately.</li> <li>. The tone is academic.</li> <li>. Phrases and collocations are natural, though there are occasional errors in word choice.</li> <li>. There are only occasional spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>. A wide range of complex and simple structures used appropriately.</li> <li>. Simple structures are accurate.</li> <li>. Complex structures are accurate.</li> <li>. Punctuation is used accurately.</li> </ul>
B (60-69)	<ul style="list-style-type: none"> <li>. In-text quotes/paraphrases are used to some effect.</li> <li>. Most in-text quotes/paraphrases are cited with</li> </ul>	<ul style="list-style-type: none"> <li>. Ideas are easy to follow and there is overall progression.</li> <li>. Referencing and substitution are used well.</li> <li>. Cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>. A wide range of vocabulary is used.</li> <li>. Vocabulary is generally used accurately.</li> <li>. The tone is mostly academic.</li> <li>. Phrases/collocation</li> </ul>	<ul style="list-style-type: none"> <li>. A range of complex and simple structures are used.</li> <li>. There are a few minor inaccuracies in</li> </ul>

	<p>only minor errors in style.</p> <ul style="list-style-type: none"> <li>. Full references are given though there are 3-4 minor errors in style.</li> </ul>	<p>are used within and between paragraphs and sentences.</p> <ul style="list-style-type: none"> <li>. Paragraphing is largely effective.</li> <li>. Links are made between most sections where appropriate.</li> </ul>	<p>s are mostly natural, though there are occasional errors in word choice.</p> <ul style="list-style-type: none"> <li>. There are only occasional spelling errors.</li> </ul>	<p>basic structures.</p> <ul style="list-style-type: none"> <li>. There is evidence of some accurate complex structures.</li> <li>. There are a few minor slips in punctuation.</li> </ul>
C (50-59)	<ul style="list-style-type: none"> <li>. In-text quotes/paraphrases are attempted, but are not always relevant.</li> <li>. Some in-text quotes/paraphrases are not cited.</li> <li>. There are some errors in citations and referencing.</li> <li>. References are given though there are several minor errors in style.</li> </ul>	<ul style="list-style-type: none"> <li>. Ideas are mainly easy to follow and there is clear progression.</li> <li>. There is evidence of some cohesion between sentences using referencing and substitution.</li> <li>. Cohesive devices are used, but are sometimes repetitive, inappropriate or inaccurate.</li> <li>. Effectiveness of paragraphing is uneven</li> <li>. Links between sections are attempted, where appropriate, but are not effective.</li> </ul>	<ul style="list-style-type: none"> <li>. An adequate range of vocabulary is used and some mid- and low-frequency words are attempted.</li> <li>. There may be some errors in word formation, word choice and spelling, but they do not impede communication.</li> <li>. An academic tone is attempted but may be inconsistent or faulty.</li> <li>. There are phrase/collocation errors but they do not impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>. Complex structures are attempted and some are accurate.</li> <li>. There are several minor inaccuracies in basic structures.</li> <li>. There are minor errors in punctuation.</li> </ul>
D (40-49)	<ul style="list-style-type: none"> <li>. In-text quotes/paraphrases are limited and/or not relevant.</li> <li>. In-text quotes/paraphrases are poorly cited with some omissions.</li> </ul>	<ul style="list-style-type: none"> <li>. Ideas are not always easy to follow and/or progression may be lacking.</li> <li>. Coherence between sentences and paragraphs is attempted but is</li> </ul>	<ul style="list-style-type: none"> <li>. Range of vocabulary is limited. There is repetition of words due to lack of vocabulary. Mid- and low-frequency words and phrases are</li> </ul>	<ul style="list-style-type: none"> <li>. Complex structures are attempted, but are rarely accurate and / or there is too much reliance on basic structures.</li> </ul>

	<ul style="list-style-type: none"> <li>. References are inaccurate but allow location of the source.</li> </ul>	<ul style="list-style-type: none"> <li>sometimes faulty.</li> <li>. Cohesion is attempted but is sometimes faulty.</li> <li>. Paragraphing is used, but is minimally helpful to the reader.</li> <li>. Links between sections, where appropriate, are missing.</li> </ul>	<ul style="list-style-type: none"> <li>attempted, but used inaccurately.</li> <li>. Word formation, word choice, and spelling errors are common and cause some strain.</li> <li>. The tone is not academic, even though some academic vocabulary is used.</li> <li>. Phrase/collocation errors cause some strain.</li> </ul>	<ul style="list-style-type: none"> <li>. There are errors in basic structures which sometimes impede communication</li> <li>. There are errors in punctuation.</li> </ul>
E (35-39)	<ul style="list-style-type: none"> <li>. Chunks of text are copied rather than being quoted or paraphrased.</li> <li>. There is little attempt to cite sources used.</li> <li>. There are limited and/or incorrect references which would not allow location of the source.</li> </ul>	<ul style="list-style-type: none"> <li>. Ideas are not easy to follow.</li> <li>. Cohesive devices are often inappropriate, over-used or absent.</li> <li>. Text is repetitive due to lack of referencing or substitution.</li> <li>. Paragraphing is attempted, but largely ineffective.</li> </ul>	<ul style="list-style-type: none"> <li>. Range of vocabulary is limited. Frequent repetition due to insufficient vocabulary causes strain.</li> <li>. Frequent word formation, word choice, and spelling errors cause strain.</li> <li>. The tone is not academic due to a lack of appropriate vocabulary.</li> <li>. Frequent phrase/collocation errors cause strain.</li> </ul>	<ul style="list-style-type: none"> <li>. Complex structures are rare and if attempted are not accurate.</li> <li>. There are frequent errors in basic structures which cause strain for the reader.</li> <li>. There are frequent errors in punctuation.</li> <li>. Errors cause some difficulty for the reader.</li> </ul>
F (34 and under)	<ul style="list-style-type: none"> <li>. There is extremely limited or no attempt to cite or reference and/or no use of source material.</li> </ul>	<ul style="list-style-type: none"> <li>. Ideas have no logical organization.</li> <li>. Cohesive devices are rarely used or are inappropriate.</li> <li>. Paragraphing is attempted, but</li> </ul>	<ul style="list-style-type: none"> <li>. Range of vocabulary is inadequate. Repetition is frequent and causes severe strain.</li> <li>. Vocabulary errors predominate and</li> </ul>	<ul style="list-style-type: none"> <li>. Errors in grammar, and punctuation predominate.</li> </ul>

		wholly ineffective or is not attempted.	impede communication. . The tone is inappropriate. . Frequent phrase/collocation errors impede communication.	
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Please highlight the relevant criteria in the table above and add any additional comments below. Any additional comments by the 2nd Marker should be highlighted differently.

Additional Comments:

1st Marker Name				
C&R	C	V	G	Final

2nd Marker Name					Final Mark
C&R	C	V	G	Final	

## 4.2 Final exam assessment

### 4.2.1. Academic Speaking grading criteria

EAP Speaking is a one-to-one interaction between the candidate and an examiner. It consists of three parts. The three parts give the candidate the opportunity to use a range of different speaking skills. EAP Speaking is recorded.

The questions in Part 1 are on general topics about your life. Your answers are from your life and experience. There is no right or wrong answer. for example: about you, work, study, free time, etc.

In the second section candidates are given a topic card and then have one minute to prepare after which they must speak about the given topic. The third section involves a discussion between the examiner and the candidate, generally on questions relating to the

theme which they have already spoken about in part 2. For example: family, shopping, friends, food, travelling, sports.

Timing: 11 – 14 minutes

Marks: Candidates are assessed on their performance throughout the test.

This rubric uses four 25-point scales (100 total points). Select some or all of the topics for assessment purposes. For example, vocabulary may be deleted or combined with another category.

<p><b>Pronunciation</b>                  25 Phonetically correct. Almost error-free. Awareness of accent. Genuine effort to sound like native speaker                  20 Comprehensible, generally correct Occasional error                  15 Frequent errors that confuse listener and require guessing at meaning                  10 Many errors that interfere with comprehensibility                  5 Most utterances contain errors Many utterances are incomprehensible                  Little communication                  0 No attempt</p>	<p><b>Fluency</b>                  25 Smooth flow Quick, continuous flow Natural pauses                  20 Occasional hesitation, searching for words                  Speaker can self-correct and respond to cues                  15 Halting, hesitating                  Visibly translating before responding                  Can rephrase and respond                  10 Frequent hesitations, searches for words                  Overly translates questions before response                  Repeats question word before response                  Eventually responds                  5 Constant searching for vocabulary, verb tense                  Does not complete utterances                  0 No attempt                  May repeat cue</p>
<p><b>Syntax</b>                  25 No grammatical errors                  Speaker self-corrects without hesitation                  20 Two or fewer syntax errors                  Minor errors that do not impede communication                  15 Frequent errors                  Self-corrects on some                  10 Many errors (agreement, verb forms)                  Errors in basic structures                  Errors impede communication                  5 Most structures incorrect                  Constant use of infinitive; no conjugation                  Listener understands only because of past experience</p>	<p><b>Vocabulary</b>                  25 Very good; wide range                  Uses appropriate and new words and expressions                  Interesting response                  20 Good, appropriate vocabulary                  Generally good response                  15 Vocabulary is just adequate to respond                  No attempt to vary expressions                  Basic                  10 Inadequate vocabulary or incorrect use of lexical items                  Communication difficult                  5 Does not complete responses                  Responses one or two words in length</p>

0 No attempt or repeats cue	0 No attempt Totally irrelevant answer
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SCORE CONVERSION FORM:

EAP SCORE	IELTS SCORE
100	9
95	8.5
90	8
85	7.5
80	7
75	6.5
70	6
65	5.5
60	5

**4.2.2. Academic Writing grading criteria**

**EAP Writing Rubrics (Summary Points)**

	Superior	Good	Competent	Below Expectations	Unacceptable
Critical Thinking  0-25 points _____	Exceptionally developed clear, logical, focused thesis and content that anticipates and responds to an academic audience's needs and assumptions. 21-25pts: _____	Clear, logical thinking and a focused thesis. Does not always anticipate or respond to the needs and assumptions of an academic audience. 16-20pts: _____	Thesis addresses the issue and audience, but is too broad or too narrow. Provides only general and limited explanations that barely meet the needs of an academic audience. 11-15pts: _____	Thesis is ineffective or missing. Gaps in logical thinking are noticeable. Logical questions by a skeptical academic audience are not addressed. 6-10 pts: _____	Does not follow the assignment instructions and does not accomplish the purpose of the assignment. No evidence of critical thinking. 0-5 pts: _____
Clarity & Organization	Method of development implied in	Although an occasional topic	Topic sentences do not express	Topic sentences are	Topic sentences missing or



<p>0-25 points _____</p>	<p>topic sentences is clearly and consistently followed in all paragraphs. Transitions and reinforcement of the main idea add unity and coherence to the writing. 21-25pts: _____</p>	<p>sentences is missing or ineffective, the method of development implied in the topic sentences is mostly followed. Transitions and reinforcement of the main idea are mostly followed. 16-20pts: _____</p>	<p>clear direction. Transitions and reinforcement of the main idea are minimal, forcing the reader to make some connections that should be made by the writer. 11-15pts: _____</p>	<p>sometimes present, but most are missing or ineffective. Development is aimless, transitions mostly missing, and the main idea is not reinforced. The academic audience cannot follow the logical thread of the argument most of the time. 6-10 pts: _____</p>	<p>methods of development implied by topic sentences are not followed. 0-5 pts: _____</p>
<p>Language 0-25 points _____</p>	<p>Standard grammar and punctuation are followed. Frequently uses specific, concrete words and phrases that noticeably add believability and sophistication to the writing. Formal tone is consistently used. 21-</p>	<p>Standard grammar and punctuation are mostly followed. Uses enough specific, concrete words and phrases that make the writing believable. Formal tone is consistently maintained. 16-20pts: _____</p>	<p>Some repeated grammar and punctuation errors distract readers. Uses too many general words and phrases. Occasionally uses informal tone not appropriate to an academic audience. 11-15pts: _____</p>	<p>Many and varied grammar, and punctuation errors throughout the paper make the writing difficult to understand. Many filler words used that do not add content or credibility. 6-10 pts: _____</p>	<p>Errors in grammar and punctuation are so frequent that the reader cannot follow the logic of most sentences. General and filler words make the writer and writing not credible to an academic audience. 0-5 pts: _____</p>

	25pts: ____				
Support  0-25 points _____	Uses ample specific and concrete facts, examples, and/or narration.  21-25pts: ____	Uses some concrete facts and/or narration but credibility would be improved with more specific, concrete details and examples.  16-20pts: ____	Some general facts, examples, and/or narration reduce the credibility to an academic audience. 11-15pts: ____	Offers little or no concrete facts. Generalities make the writing not credible or convincing to an academic audience.  6-10 pts: ____	Evidence provided does not conform to the purpose of the paper or the assignment.  0-5 pts: ____
Total: ____	Comments:				

EAP Writing Assessment--Critical Thinking (Explanation Rubric)

	Superior (A)	Good (B)	Competent (C)	Below Expectations (D)	Unacceptable (F)
	Exceptionally developed clear and focused thesis and content appropriate to the purpose of the assignment.  Ample evidence of logical thinking.	Developed clear and focused thesis and content appropriate to the purpose of the assignment.  Definite evidence of logical thinking.	Thesis noticeably too broad, too narrow or not appropriate to the purpose of the assignment.  Some evidence of logical thinking.	Thesis is either ineffective or missing.  No evidence of logical thinking.	Does not follow the assignment instructions and does not accomplish the purpose of the assignment.  No evidence of critical thinking.

	Anticipates and responds to the academic audience's knowledge and assumptions.  21-25pts:	Some relevant facts and assumptions behind the thesis are not explored or explained clearly or thoroughly.  16-20pts:	Relevant facts and assumptions behind the writing are explained using only general and limited explanation.  11-15pts:	No recognition of the relevant facts and assumptions behind the writing.  6-10pts:	0-5pts:
Comments	(Specific and individual concerns can be addressed here, such as non-native language errors, etc.)				

EAP Writing Assessment - Clarity and Organization (Explanation Rubric)

	Superior	Good	Competent	Below Expectations	Unacceptable
	Establishes a logical organization that is easy for readers to follow.  Noticeably uses effective topic sentences that establish a clear direction for the paragraph, usually at the beginning of	Establishes a logical organization that is easy for readers to follow.  Most topic sentences establish a clear direction for the paragraph, but an occasional topic sentence is either ineffective or missing.	Does not consistently follow the implied organization.  Topic sentences exist for most paragraphs, but many do not express a clear direction for the paragraph.	Organization not clearly understood or not followed.  Topic sentences are sometimes present, but most are missing or ineffective.	Uses little or no coherent organization throughout the paper. The ideas expressed are confusing, unclear, or do not make sense to the reader.

	<p>paragraphs.</p> <p>Methods of development implied in topic sentences are clearly and consistently followed in all paragraphs.</p> <p>Uses transitions to lead the reader through the text of each paragraph.</p> <p>Regularly reinforces central idea to create unity and coherence throughout the writing. 21-25pts: __</p>	<p>Methods of development implied in topic sentences are mostly followed.</p> <p>Uses transitions most of the time to lead the reader through the text of each paragraph.</p> <p>Occasionally reinforces the central idea to create unity and coherence. 16-20pts: __</p>	<p>Methods of development implied in topic sentences are mostly followed.</p> <p>Uses transitional words and phrases infrequently forcing the reader to look for logical connections that should be made more clear.</p> <p>Minimally emphasizes the main idea. 11-15pts: __</p>	<p>Does not consistently follow the methods of development implied in topic sentences.</p> <p>Lacks transitional words and phrases to the point that reader is unable to follow the logic of the writing most of the time.</p> <p>Does not reemphasize the main ideas. 6-10 pts: __</p>	<p>0-5 pts: ____</p>
Comments	(Specific and individual concerns can be addressed here, such as non-native language errors, etc.)				

EAP Writing Assessment - Language (Explanation Rubric)

	Superior	Good	Competent	Below Expectations	Unacceptable
	Uses standard English grammar, mechanics, spelling, and punctuation.	Uses standard English grammar, mechanics, spelling, and punctuation.	Includes a few repeated grammar, mechanics, spelling, and punctuation errors throughout the paper.	Includes many and varied grammar, mechanics, spelling, and punctuation errors throughout the paper, making the writing difficult to understand.	Includes many grammar, mechanics, spelling, and punctuation errors throughout the paper, making the writing very difficult or impossible to understand.
	Uses words that add specific, descriptive content. Avoids unnecessary, generalized fillers. Uses stylistic techniques that add emphasis, sophistication, and polish. 21-25 pts: ___	Includes specific, descriptive content, but occasionally uses general words or phrasing. 16-20pts: ___	Repetitive sentence structure. Relies on too many general words and phrases, despite some specific words and phrases. 11-15pts: ___	Repetitive sentence structure. Contains excessive filler words that add no content. 6-10pts: ___	Repetitive sentence structure. Contains excessive filler words that add no content. 0-5pts: ___
Comments:	(Specific and individual concerns can be addressed here, such a non-native language errors, etc.)				

EAP Writing Assessment - Support (Explanation Rubric)

	Superior	Good	Competent	Below	Unacceptable
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				Expectations	
	Uses ample specific and concrete facts, examples, and/or narration that explain or support the central idea, thereby giving credibility to the writing and the writer.	Uses some concrete facts and/or narration that explain or support the central idea, but the credibility of the writing would be improved with more specific details and concrete examples.	Needs more specific, concrete facts, examples, and/or narration to support the central idea. Supporting facts are too general throughout most of the writing, making the writer and the writing less credible.	Offers few or no facts, and/or narration to support the central idea. Because of the generalities, the writing and the writer are not convincing	Contains no support, or the support provided is not appropriate to the central idea. Writing and writer are not believable, yet alone credible.
	21-25 pts: __	16-20pts: __	11-15pts: __	6-10pts: __	0-5pts: __
Comments:	(Specific and individual concerns can be addressed here, such a non-native language errors, etc.)				

SCORE CONVERSION FORM:

EAP SCORE	IELTS SCORE
100	9
95	8.5
90	8
85	7.5
80	7
75	6.5

70	6
65	5.5
60	5

### 4.2.3. Academic Listening sample questions

The listening final exam is divided into four sections and the sections get increasingly difficult. You only hear each section one time. The time for the test is 40 minutes. The listening takes 30 minutes, but you then have 10 minutes to transfer your answers to an answer sheet. There are 40 items in the test.

The following types of question may appear on the test:

1. multiple choice
2. short-answer questions
3. sentence completion
4. chart completion
6. classification
7. matching

### Sample: Final Exam-Listening Part

#### Section 1 Questions 1-10

#### Questions 1-6

*Fill in the gaps below.*

Student's full name	1. _____	
Address	2. _____	
Telephone No.	3. _____	
Course	4. _____	
Dr. Hill's lectures	Time	Room No.
	Monday 9:30	5. _____

**Questions 7-10**

*Answer the following questions by circling the correct letter.*

7. Where did Miss Wang see the advertisement?
- A. In the local newspapers.
  - B. In the local newsagent's window.
  - C. In the accommodation office.
  - D. In the landlady's office.
8. What kind of flat is it?
- A. A two-bedroom flat.
  - B. A bedsitting flat.
  - C. A well-furnished flat.
  - D. A three-bedroom flat.
9. How much will Miss Wang pay week for her room if she rents it?
- A. Three hundred and sixty pounds.
  - B. Ninety pounds.
  - C. Fifty pounds.
  - D. Forty pounds.
10. Why can't Miss Wang go to see the flat in the afternoon?
- A. She has classes.
  - B. The room is not vacant.
  - C. The room is not ready.
  - D. Sue will not be at home.

**Section 2 Questions 11-20****Questions 11-15**

*Write down the places Pearl and Jill are going to in the table below.*

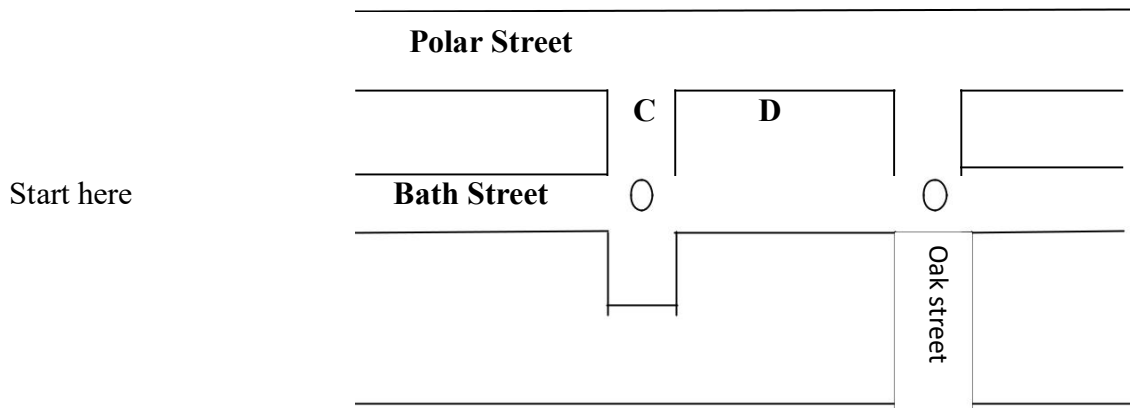
<b>Jill</b>	<b>Pearl</b>
bank	12.



11.	14.
13.	home
department of motor vehicle	
15.	

### Questions 16

*Jill wants to go to the Bank. She asks the direction. Look at the map below and circle the correct letter.*



### Questions 17-19

*Look at the following statements and write **T** if the statement is true and **F** if it is false.*

17. Jill wants to deposit some checks and needs one hundred pounds in cash.
18. Jill goes to the Post Office to pick up her package.
19. The receiver should sign for registered mail.

**Questions 20**

Tick (  ) the boxes of the food Jill and Pearl order.

<p><b>Soup</b></p> <p><input type="checkbox"/> chicken</p> <p><input type="checkbox"/> vegetable</p> <p><input type="checkbox"/> chili</p> <p><b>Steak</b></p> <p><input type="checkbox"/> well done</p> <p><input type="checkbox"/> medium</p> <p><input type="checkbox"/> rare</p>	<p><b>Vegetables</b></p> <p><input type="checkbox"/> potatoes</p> <p><input type="checkbox"/> baked</p> <p><input type="checkbox"/> French fries</p> <p><input type="checkbox"/> beans</p> <p><input type="checkbox"/> carrots</p> <p><input type="checkbox"/> salad</p>	<p><b>drinks</b></p> <p><input type="checkbox"/> milk</p> <p><input type="checkbox"/> coffee</p> <p><input type="checkbox"/> tea</p> <p><b>desserts</b></p> <p><input type="checkbox"/> cake</p> <p><input type="checkbox"/> pie</p> <p><input type="checkbox"/> ice cream</p>
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**Section 3 Questions 21-30**

**Questions 21-26**

Look at the message form below and fill in it with the information you need.

To : Mr. David Morris  
 Date: 20/4 Time: 2:00 pm.

**WHILE YOU WERE OUT**

M 21. \_\_\_\_\_  
 of Sales Association

Phone 22. \_\_\_\_\_  
 area code number

23. (Tick the correct one.)

telephoned	<input type="checkbox"/>	returned your call	<input type="checkbox"/>
called to see you	<input type="checkbox"/>	please call	<input type="checkbox"/>
will call again	<input type="checkbox"/>	urgent	<input type="checkbox"/>

Message: Sales meeting in Birmingham  
 Time: 24. \_\_\_\_\_  
 You'll be asked to speak about 25. \_\_\_\_\_  
 to 80 salesmen at 26. \_\_\_\_\_  
 Barnes

### Questions 27-30

Complete the notes below by writing **NO MORE THAN THREE WORDS** on each line.

27. James can't keep the appointment on Thursday because his uncle is \_\_\_\_\_.
28. David can't meet James at the weekend because he is \_\_\_\_\_.
29. They are going to meet at 11:00 o'clock \_\_\_\_\_.
30. In the afternoon, they are going to \_\_\_\_\_.

### Section 4 Questions 31-40

Answer the following questions by writing **NO MORE THAN THREE WORDS** for each answer.

31. There are two types of sleep. What are they?

\_\_\_\_\_

32. How long do people usually dream during eight-hour sleep?

\_\_\_\_\_

33. Why is dreaming needed?

\_\_\_\_\_

34. What is the cause of dreams in which you are being chased?

\_\_\_\_\_

35. What kind of dreams do men experience more than women? Name any two.

\_\_\_\_\_

36. What kind of dreams are women likely to have? Name any two.

\_\_\_\_\_

37. What causes people to have dreams about falling?

\_\_\_\_\_

38. What is one of the explanations about the causes of the dreams about the loss of teeth?

\_\_\_\_\_

39. Do all the dreams about the future will always come true?

\_\_\_\_\_

40. What is Jill's major?

\_\_\_\_\_

Listening Scores:

Correct answers	Band scores
40	9
38-39	8.5
35-37	8
33-34	7.5
30-32	7
27-29	6.5
23-26	6
20-22	5.5
16-19	5
14-15	4.5
12-13	4

#### 4.2.4. Academic Reading sample questions

Academic Reading final exam takes 60 minutes. It consists of three reading passages of increasing difficulty, and there is a total of 40 questions to answer.

Below is the sample final exam.

#### Passage 1

#### Don't wash those fossils

Standard museum practice can wash away DNA.

1. Washing, brushing and varnishing fossils — all standard conservation treatments used by many fossil hunters and museum curators alike — vastly reduces the chances of recovering ancient DNA.

2. Instead, excavators should be handling at least some of their bounty with gloves, and freezing samples as they are found, dirt and all, concludes a paper in the Proceedings of the National Academy of Sciences today.

3. Although many paleontologists know anecdotally that this is the best way to up the odds of extracting good DNA, Eva-Maria Geigl of the Jacques Monod Institute in Paris, France, and her colleagues have now shown just how important conservation practices can be. This information, they say, needs to be hammered home among the people who are actually out in the field digging up bones.

4. Geigl and her colleagues looked at 3, 200-year-old fossil bones belonging to a single individual of an extinct cattle species, called an aurochs. The fossils were dug up at a site in France at two different times — either in 1947, and stored in a museum collection, or in 2004, and conserved in sterile conditions at -20 oC.

5. The team's attempts to extract DNA from the 1947 bones all failed. The newly excavated fossils, however, all yielded DNA.

6. Because the bones had been buried for the same amount of time, and in the same conditions, the conservation method had to be to blame says Geigl. —As much DNA was degraded in these 57 years as in the 3, 200 years before, ¶ she says.

Wash in, wash out

7. Because many paleontologists base their work on the shape of fossils alone, their methods of conservation are not designed to preserve DNA, Geigl explains.

8. The biggest problem is how they are cleaned. Fossils are often washed together on-site in a large bath, which can allow water — and contaminants in the form of contemporary DNA — to permeate into the porous bones. —Not only is the authentic DNA getting washed out, but contamination is getting washed in, ¶ says Geigl.

9. Most ancient DNA specialists know this already, says Hendrik Poinar, an evolutionary geneticist at McMaster University in Ontario, Canada. But that doesn't mean that best practice has become widespread among those who actually find the fossils.

10. Getting hold of fossils that have been preserved with their DNA in mind relies on close relationships between lab-based geneticists and the excavators, says paleogeneticist Svante Pääbo of the Max Planck Institute for Evolutionary Anthropology in Leipzig, Germany. And that only occurs in exceptional cases, he says.

11. Pääbo's team, which has been sequencing Neanderthal DNA, continually faces these problems. —When you want to study ancient human and Neanderthal remains, there's a big issue of contamination with contemporary human DNA, ¶ he says.

12. This doesn't mean that all museum specimens are fatally flawed, notes Pääbo. The Neanderthal fossils that were recently sequenced in his own lab, for example, had been part of a museum collection treated in the traditional way. But Pääbo is keen to see samples of fossils from every major find preserved in line with Geigl's recommendations — just in case.

Warm and wet

13. Geigl herself believes that, with cooperation between bench and field researchers, preserving fossils properly could open up avenues of discovery that have long been assumed closed.

14. Much human cultural development took place in temperate regions. DNA does not survive well in warm environments in the first place, and can vanish when fossils are washed and treated. For this reason, Geigl says, most ancient DNA studies have been done on permafrost samples, such as the woolly mammoth, or on remains sheltered from the elements in cold caves — including cave bear and Neanderthal fossils.

15. Better conservation methods, and a focus on fresh fossils, could boost DNA extraction from more delicate specimens, says Geigl. And that could shed more light on the story of human evolution.

(640 words nature )

### **Questions 1-6**

*Answer the following questions by using NO MORE THAN THREE WORDS for each answer.*

1. How did people traditionally treat fossils?
2. What suggestions do Geigl and her colleagues give on what should be done when fossils are found?
3. What problems may be posed if fossil bones are washed on-site? Name ONE.
4. What characteristic do fossil bones have to make them susceptible to be contaminated with contemporary DNA when they are washed?
5. What could be better understood when conservation treatments are improved?
6. The passage mentioned several animal species studied by researchers. How many of them are mentioned?

### **Questions 7-11**

*Do the following statements agree with the information given in the passage?  
Please write*

*TRUE if the statement agrees with the writer*

*FALSE if the statement does not agree with the writer*

*NOT GIVEN if there is no information about this in the passage*

7. In their paper published in the Proceedings of the National Academy of Sciences, Geigl and her colleagues have shown what conservation practices should be followed to preserve ancient DNA.

8. The fossil bones that Geigl and her colleagues studied are all from the same aurochs.

9. Geneticists don't have to work on site.

10. Only newly excavated fossil bones using new conservation methods suggested by Geigl and her colleagues contain ancient DNA.

11. Pitbo is still worried about the potential problems caused by treatments of fossils in traditional way.

### Questions 12-13

*Complete the following the statements by choosing letter A-D for each answer.*

12.—This information in paragraph 3 indicates :

- A. It is critical to follow proper practices in preserving ancient DNA.
- B. The best way of getting good DNA is to handle fossils with gloves.
- C. Fossil hunters should wear home-made hammers while digging up bones.
- D. Many paleontologists know how one should do in treating fossils.

13. The study conducted by Geigl and her colleagues suggests :

- A. the fact that ancient DNA cannot be recovered from fossil bones excavated in the past.
- B. the correlation between the amount of burying time and that of the recovered DNA.
- C. the pace at which DNA degrades.
- D. the correlation between conservation practices and degradation of DNA.

Suggested answers and explanations

### Passage 2

A. When Denis Hennequin took over as the European boss of McDonald's in January 2004, the world's biggest restaurant chain was showing signs of recovery in America and Australia, but sales in Europe were sluggish or declining. One exception was France, where Mr Hennequin had done a sterling job as head of the group's French subsidiary to sell more Big Macs to his compatriots. His task was to replicate this success in all 41 of the European countries where anti-globalisers' favourite enemy operates.

B. So far Mr Hennequin is doing well. Last year European sales increased by 5.8% and the number of customers by 3.4%, the best annual results in nearly 15 years. Europe accounted for 36% of the group's profits and for 28% of its sales. December was an especially good month as customers took to seasonal menu offerings in France and Britain, and to a promotion in Germany based on the game of Monopoly.

C. Mr Hennequin's recipe for revival is to be more open about his company's operations, to be —locally relevant, and to improve the experience of visiting his 6,400 restaurants. McDonald's is blamed for making people fat, exploiting workers, treating animals cruelly, polluting the environment and simply for being American. Mr Hennequin says he wants to engage in a dialogue with the public to address these concerns.

D. He introduced —open door visitor days in each country which became hugely popular. In Poland alone some 50,000 visitors came to McDonald's through the visitors' programme last year. The Nutrition Information Initiative, launched last year, put detailed labels on McDonald's packaging with data on calories, protein, fat, carbohydrates and salt content. The details are also printed on tray-liners.

E. Mr Hennequin also wants people to know that —McJobs, the low-paid menial jobs at McDonald's restaurants, are much better than people think. But some of his efforts have backfired: last year he sparked a controversy with the introduction of a —McPassport that allows McDonald's employees to work anywhere in the European Union. Politicians accused the firm of a ploy to make cheap labour from eastern Europe more easily available to McDonald's managers across the continent.

F. To stay in touch with local needs and preferences, McDonald's employs local bosses as much as possible. A Russian is running McDonald's in Russia, though a Serb is in charge of Germany. The group buys mainly from local suppliers. Four-fifths of its supplies in France come from local farmers, for example. (Some of the French farmers who campaigned against the company in the late 1990s subsequently discovered that it was, in fact, buying their produce.) And it hires celebrities such as Heidi Klum, a German model, as local brand ambassadors.

G. In his previous job Mr Hennequin established a —design studio in France to spruce up his company's drab restaurants and adapt the interior to local tastes. The studio is now masterminding improvements everywhere in Europe. He also set up a —food studio, where cooks devise new recipes in response to local trends.

H. Given France's reputation as the most anti-American country in Europe, it seems odd that McDonald's revival in Europe is being led by a Frenchman, using ideas cooked up in the French market. But France is in fact the company's most profitable market after America. The market where McDonald's is weakest in Europe is not France, but Britain.

I. —Fixing Britain should be his priority, says David Palmer, a restaurant analyst at UBS. Almost two-thirds of the 1,214 McDonald's restaurants in Britain are company-owned, compared with 40% in Europe and 15% in America. The company suffers from the



volatility of sales at its own restaurants, but can rely on steady income from franchisees. So it should sell as many underperforming outlets as possible, says Mr Palmer.

J. M. Mark Wiltamuth, an analyst at Morgan Stanley, estimates that European company-owned restaurants' margins will increase slightly to 16.4% in 2007. This is still less than in the late 1990s and below America's 18-19% today. But it is much better than before Mr Hennequin's reign. He is already being tipped as the first European candidate for the group's top job in Illinois. Nobody would call that a McJob.

### Questions 14-19

*Do the following statements reflect the claims of the writer in Reading Passage 1?*

*Write your answer in Boxes 1-6 on your answer sheet.*

*TRUE if the statement reflects the claims of the writer*

*FALSE if the statement contradicts the claims of the writer*

*NOT GIVEN if it is impossible to say what the writer thinks about this*

14. McDonald was showing the sign of recovery in all European countries except France after Denis Hennequin took office as the boss of Euro-markets.

15. Starting from last year, detailed labels are put on McDonald's packaging and detailed information is also printed on tray-liners.

16. France is said to be the most anti-American country in Europe, but the ideas of the —open door‖ visiting days and —McPassport‖ are invented in the French market.

17. Britain possesses the weakest McDonald market among European countries and approximately 1214 McDonald's restaurants are company-owned.

18. According to David Palmer, a restaurant analyst at UBS, David Hennequin should treat the problem about McDonald in Britain as the most important thing.

19. David Palmer suggested that the management of McDonalod in Italy should sell as many its outlets which lose money in business as possible for revival.

### Questions 20-23

*Choose the appropriate letters A-D and write them in boxes 7-10 on your answe sheet.*

20. The word —sterling‖ in line 3 of Paragraph A means \_\_\_\_\_.  
A. difficult  
B. menial C.  
terrible D.  
excellent

21. Which of the following statements on the accusation of MacDonald is NOT TRUE?  
 A. It tends to make people fat.  
 B. Its operations are very vague.  
 C. It tends to exploit workers.  
 D. It tends to treat animals cruelly.
22. Which of the following measures taken by Denis Hennequin produced undesired result?  
 A. —Food Studioll scheme.  
 B. —Open Doorl visitor days.  
 C. The —McPassportl scheme.  
 D. The Nutrition Information Initiative.
23. What did Denis Hennequin do so as to respond to local trends?  
 A. set up a —Food Studioll .  
 B. established a —Design Studioll.  
 C. hired celebrities as local brand ambassadors.  
 D. employed local bosses as much as possible.

**Questions 24-27**

*Complete each of the following statements (Questions 24-27) with words or number taken from Reading Passage 2.*

Write **NO MORE THAN THREE WORDS** for each answer.

24. After January 2004, McDonald was making improvement following a period of slump in America and Australia, but sales in Europe were .....
25. Business of McDonald in France and Britain was particularly good in December since customers took to .....
26. Compared with other countries, France is McDonald's ..... next to America.
27. .... of McDonald's restaurants in America are companied-owned and the figure is much lower than that in Britain.

**Passage 3**

**New weapon to fight cancer**

1. British scientists are preparing to launch trials of a radical new way to fight cancer, which kills tumours by infecting them with viruses like the common cold.
2. If successful, virus therapy could eventually form a third pillar alongside radiotherapy and chemotherapy in the standard arsenal against cancer, while avoiding some of the debilitating side-effects.
3. Leonard Seymour, a professor of gene therapy at Oxford University, who has been working on the virus therapy with colleagues in London and the US, will lead the trials later this year. Cancer Research UK said yesterday that it was excited by the potential of Prof Seymour's pioneering techniques.
4. One of the country's leading geneticists, Prof Seymour has been working with viruses that kill cancer cells directly, while avoiding harm to healthy tissue. "In principle, you've got something which could be many times more effective than regular chemotherapy," he said.
5. Cancer-killing viruses exploit the fact that cancer cells suppress the body's local immune system. "If a cancer doesn't do that, the immune system wipes it out. If you can get a virus into a tumour, viruses find them a very good place to be because there's no immune system to stop them replicating. You can regard it as the cancer's Achilles' heel."
6. Only a small amount of the virus needs to get to the cancer. "They replicate, you get a million copies in each cell and the cell bursts and they infect the tumour cells adjacent and repeat the process," said Prof Seymour.
7. Preliminary research on mice shows that the viruses work well on tumours resistant to standard cancer drugs. "It's an interesting possibility that they may have an advantage in killing drug-resistant tumours, which could be quite different to anything we've had before."
8. Researchers have known for some time that viruses can kill tumour cells and some aspects of the work have already been published in scientific journals. American scientists have previously injected viruses directly into tumours but this technique will not work if the cancer is inaccessible or has spread throughout the body.
9. Prof Seymour's innovative solution is to mask the virus from the body's immune system, effectively allowing the viruses to do what chemotherapy drugs do - spread through the blood and reach tumours wherever they are. The big hurdle has always been to find a way to deliver viruses to tumours via the bloodstream without the body's immune system destroying them on the way.
10. "What we've done is make chemical modifications to the virus to put a polymer coat around it - it's a stealth virus when you inject it," he said.
11. After the stealth virus infects the tumour, it replicates, but the copies do not have the chemical modifications. If they escape from the tumour, the copies will be quickly recognised and mopped up by the body's immune system.
12. The therapy would be especially useful for secondary cancers, called metastases, which sometimes spread around the body after the first tumour appears. "There's an awful statistic of patients in the west ... with malignant cancers; 75% of them go on to die from metastases," said Prof Seymour.
13. Two viruses are likely to be examined in the first clinical trials: adenovirus, which normally causes a cold-like illness, and vaccinia, which causes cowpox and is

also used in the vaccine against smallpox. For safety reasons, both will be disabled to make them less pathogenic in the trial, but Prof Seymour said he eventually hopes to use natural viruses.

14. The first trials will use uncoated adenovirus and vaccinia and will be delivered locally to liver tumours, in order to establish whether the treatment is safe in humans and what dose of virus will be needed. Several more years of trials will be needed, eventually also on the polymer-coated viruses, before the therapy can be considered for use in the NHS. Though the approach will be examined at first for cancers that do not respond to conventional treatments, Prof Seymour hopes that one day it might be applied to all cancers.

### **Questions 28-33**

*Do the following statements agree with the information given in the reading passage? For questions 1-6 write*

*TRUE if the statement agrees with the information*

*FALSE if the statement contradicts the information*

*NOT GIVEN if there is no information on this in the passage*

28. Virus therapy, if successful, has an advantage in eliminating side-effects.

29. Cancer Research UK is quite hopeful about Professor Seymour's work on the virus therapy.

30. Virus can kill cancer cells and stop them from growing again.

31. Cancer's Achilles' heel refers to the fact that virus may stay safely in a tumor and replicate.

32. To infect the cancer cells, a good deal of viruses should be injected into the tumor.

33. Researches on animals indicate that virus could be used as a new way to treat drug-resistant tumors.

### **Question 34-36**

*Based on the reading passage, choose the appropriate letter from A-D for each answer.*

34. Information about researches on viruses killing tumor cells can be found A. on TV

- B. in magazines
- C. on internet
- D. in newspapers

35. To treat tumors spreading out in body, researchers try to
- A. hange the body' immune system
  - B. inject chemotherapy drugs into bloodstream.
  - C. increase the amount of injection
  - D. disguise the viruses on the way to tumors.

36. When the chemical modified virus in tumor replicates, the copies
- A. will soon escape from the tumor and spread out.
  - B. will be wiped out by the body's immune system.
  - C. will be immediately recognized by the researchers.
  - D. will eventually stop the tumor from spreading out

**Questions 37-40**

*Complete the sentences below. Choose your answers from the list of words. You can only use each word once.*

*NB There are more words in the list than spaces so you will not use them all.*

In the first clinical trials, scientists will try to .....37..... adenovirus and vaccinia, so both the viruses will be less pathogenic than the .....38.....These uncoated viruses will be applied directly to certain areas to confirm safety on human beings and the right .....39..... needed. The experiments will firstly be .....40.....to the treatment of certain cancers. List of Words

dosage responding smallpox virus

disable natural ones inject

directed treatment cold-like illness

kill patients examined

Answers Keys:

1. washing, brushing, varnishing
2. handling with gloves / freezing samples ( any one of the two )
3. being contaminated / contamination ( any one of the three)
- 4.they are porous

- 5.human evolution
- 6. four
- 7.T
- 8.T
- 9.NG
- 10.F
- 11.T
- 12.A
- 13.D
- 14. FALSE
- 15. TRUE
- 16. NOT GIVEN
- 17. FALSE
- 18. TRUE
- 19. NOT GIVEN
- 20. D
- 21. B
- 22. C
- 23. A
- 24. sluggish or declining
- 25. seasonal menu offerings
- 26. most profitable market
- 27. 15%
- 28. FALSE
- 29. TRUE
- 30. NOT GIVEN
- 31. TRUE
- 32. FALSE
- 33. TRUE
- 34. B
- 35. D
- 36. B
- 37. disable
- 38. natural ones
- 39. dosage
- 40. directed

Reading Scores:

Correct answers	Band scores
40	9
39	8.5
37-38	8
36	7.5
34-35	7

32-33	6.5
30-31	6
27-29	5.5
23-26	5
19-22	4.5
15-18	4
12-14	3.5
9-11	3
6-8	2.5