

B1 Levels

Task Criteria

The name of the Task	Task Achievement (10)	Use of English (5)	Speaking Skills (5)	Presentation skills (5)	Total (25)
1. Telling a story or a lie					
2. Presenting a new machine					
3. Talking about memorable moments					
4. Designing a community					

EXPLANATIONS:

Task Achievement criteria is used to evaluate the degree of a student's understanding of the task and addressing the topic, relevance, use of the target language, with a good organization and development of the topic within the given framework.

10-8	Effectively addresses the topic and task ,is well organized and well developed , using clearly appropriate explanations, exemplifications and/or details, displays unity, progression and coherence
7-6	Addresses the topic and task well, though some points may not be fully elaborated , is generally well organized and well developed , using appropriate and sufficient explanations, exemplifications and/or details, displays unity, progression and coherence, though it may contain occasional redundancy, digression, or unclear connections
5-4	Addresses the topic and task using somewhat developed explanations, exemplifications and/or details, displays unity, progression and coherence, though connection of ideas may be occasionally obscured
4-3	Limited development in response to the topic and task, inadequate organization or connection of ideas, inappropriate or insufficient exemplifications, explanations or details to support or illustrate generalizations in response to the task
2-1	Not or vaguely connected to the topic, target, or the task.

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Use of English criteria is used to evaluate the accuracy and range of the language performance, sentence formation and word choice,

5	Displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice and idiomaticity, though it may have minor lexical or grammatical errors
4	Displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form or use of idiomatic language that do not interfere with meaning
3	May demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning
2	An accumulation of errors in sentence structure and/or usage
1	Not possible or very difficult to understand.

Communication Skills criteria are used to evaluate the overall fluency of speech, pronunciation, articulation, intelligibility, natural delivery, and clarity of the spoken language.

5	Displays consistent facility in the fluency of speech, pronunciation, articulation, intelligibility, natural delivery, and clarity of the spoken language though it may have minor natural pauses or minor pronunciation errors
4	Displays facility in the fluency of speech, pronunciation, articulation, intelligibility, natural delivery, and clarity of the spoken language though it will probably have occasional noticeable minor pronunciation errors, hesitations or pauses looking for a word that do not make it difficult for the listener
3	Displays Inconsistent facility in the fluency of speech, pronunciation, articulation, intelligibility, natural delivery, and clarity of the spoken language with noticeable pronunciation errors, frequent hesitations or long pauses, and it takes effort to keep listening
2	Not fluent, a domination of errors in pronunciation, articulation, and long pauses that makes it very difficult for the listener to follow and understand
1	Not possible or very difficult to follow

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Presentation Skills criteria are used to evaluate the overall quality of the presentation of the given task, namely its craftsmanship, investment of creativity, effort, and care. Use of visual aids, keeping eye contact, time limitations, and sound quality falls under this criteria.

5	Effective use of resources with care and attention to present the task within the time limits
4	Good use of resources with care and attention to present the task within the time limits
3	Somewhat use of resources with care and attention to present the task within the time limits
2	Not adequate use of resources with care and attention to present the task within the time limits
1	No or very little of resources with care and attention to present the task within the time limits

**2017-2018 Academic Year Fall Term
B1 Levels
Table of Task Contents**

Name of the task	Unit	Objectives	Student interaction	Allocated time	Place in the pacing
1. Telling a story or a lie	Intermediate Unit 2	<ul style="list-style-type: none"> • Practising narrative tenses • Sequencers • Questions in 7B on page 27 	Individual work	1 week	Assignment: 3 th week (after part 6A-6B-6C in 2.3) Due date: 4 th week
2. Presenting a new machine	Intermediate Unit 5	<ul style="list-style-type: none"> • Practising comparatives/ superlatives • Practising vocabulary on technology • Adjectives 	Group work	2 weeks	Assignment: 7 th week (after 5A in 5.4) Due Date: 9 th week
3. Talking about memorable moments	Intermediate Unit 6	<ul style="list-style-type: none"> • Practising –ing/-ed adjectives • Practising past tenses 	Individual work	1 week	Assignment: 10 th week (after 5B in 6.4) Due Date: 11 th week
4. Designing a community	Intermediate Unit 8	<ul style="list-style-type: none"> • Practising articles, quantifiers, relative clauses • Questions in 6B and key phrases in 7B on page 101 	Group work	2 weeks	Assignment: 12 th week (after 6A in 8.4) Due Date: 14 th week

PROCEDURE

Task 1: Telling a story or a lie

1. Teachers will first cover “Telling a Story” part on page 26.
2. Students will be asked to prepare to tell a story choosing one of the situations in part 7A on page 27 or they can talk about another situation they want. The story can be a true story or a lie. **Attention: Omit parts 7A, 7B, 7C on page 27 in class as the students will use the situations and questions while doing the task.**
3. Students are expected to use “questions in part 7B on page 27”, “narrative tenses” and “sequencers” while preparing to tell their stories.
4. When the due date comes, students will be asked to tell their stories in front of the class. After each student tell his/ her story, the rest of the class should try to guess if it is a true story or a lie.(Make sure that the students don’t read their stories by constantly looking at their paper.)

Task 2: Presenting a new machine

1. Students will be asked to work in groups of 3 or 4 and invent a new machine using questions in part 5A on page 65. **Attention: Omit parts 5A-5D-5E on page 65 in class as the students will use questions while doing the task.**
2. Students are expected to prepare a PPT slide or poster to present their new machine. They can use photos or sketches if they want.
3. Students are expected to use “questions in part 5A on page 65”, “key phrases in 5C on page 65”, “comparatives/superlatives”, “vocabulary on technology” and “adjectives” while preparing their presentations.
4. When the due date comes, students will be asked to present their work in class.

Task 3: Talking about memorable moments

1. Students will be asked to talk about a memorable moment in their lives. (If they want they can make it up.)
2. Students are expected to use “key phrases in part 5B on page 77 “past tenses” and “-ing/-ed adjectives” while talking about their memorable moments.
3. When the due date comes, students will be asked to talk in front of the class. (Make sure that the students don’t read their stories by constantly looking at their paper.)

Task 4: Designing a community

1. Students will be asked to form groups of 3 or 4 students and design a community using the questions in part 6B on page 101.
Attention: Omit part 6B on page 101 in class as the students will use questions while doing the task.
2. Students are expected to prepare PPT slide or poster to present their community.
3. Students are expected to use “ questions in part 6B and key phrases in part 7B on page 101”, “articles”, “quantifiers” and “relative clauses” while preparing their presentations.
4. When the due date comes, students will be asked to present their work in class.