

Part 1: Speaking



Independent Speaking, Type A

Respond to a question from a professor.

Independent Speaking, Type B

Respond to a question from a professor.

Speaking on a Visual

Describe and discuss a diagram.

Total time: 7–10 minutes

Part 2: Integrated Reading



Short Reading

Read a passage and answer questions.

Long Reading

Read a passage about an academic topic and answer questions.

Speaking on the Long Reading

Answer a question based on the academic reading.

Total time: 35–50 minutes

Part 3: Integrated Listening



Short Listening

Listen to a presentation and answer questions.

Long Listening

Listen to a lecture about an academic topic and answer questions.

Speaking on the Long Listening

Answer a question about the academic lecture.

Total time: 25–35 minutes

Part 4: Academic Unit A



Long Reading

Read a passage about an academic topic and answer questions.

Long Listening

Listen to a lecture about the same academic topic and answer questions.

Long Writing

Write a response to a question about ideas presented in the reading passage and the lecture.

Total time: 60–70 minutes

Part 5: Academic Unit B



Long Reading

Read a passage about an academic topic and answer questions.

Long Listening

Listen to a lecture about the same academic topic and answer questions.

Short Writing

Write a short response to a question about ideas presented in the reading passage or the lecture.

Total time: 40–45 minutes

Lesson 1	Resource 1B	Academic Disciplines
----------	-------------	----------------------

ARTS	SCIENCE
Anthropology	Agriculture
Economics	Astronomy
Music	Biology
Philosophy	Chemistry
Psychology	Ecology
Sociology	Forensics
World history	Geology
Etc...	Etc...

Lesson 1	Resource 1C	CAEL Scores
----------	-------------	-------------

BAND	DESCRIPTION
80–90	Expert: Demonstrates a level of competence, accuracy, and effectiveness in academic/professional settings
70	Adept: Uses generally accurate language in most settings; some limitations in flexibility are evident
60	Advanced: Displays competence in academic or professional settings
50	High Intermediate: Exhibits some competence in academic or professional settings; communication may break down in places
40	Intermediate: Demonstrates some ability to comprehend and articulate complex ideas and arguments typical of academic or professional settings
30	High Beginner: Expresses basic ideas about familiar topics in routine settings
10–20	Low Beginner: Communicates with limited ability

Lesson 1	Resource 1D	Part 1: Speaking Checklist	
-----------------	--------------------	-----------------------------------	--

General				
1. Does the speaker speak at a good volume (not too softly, not too loudly)?	Yes Sometimes No	Y S N	Y S N	
2. Does the speaker speak clearly with minimal pausing and hesitations?	Yes Sometimes No			
3. Does the speaker speak at a good speed (not too fast, not too slow)?	Yes Sometimes No			
4. Does the speaker use appropriate rhythm, pronunciation, and intonation patterns?	Yes Sometimes No			
5. Does the speaker use a variety of words and phrases?	Yes Sometimes No			
6. Does the speaker use vocabulary that is suitable and precise?	Yes Sometimes No			
7. Does the speaker speak in complete sentences?	Yes Sometimes No			
8. Does the speaker use a variety of sentence structures?	Yes No			
9. Does the speaker clearly state his or her main idea?	Yes No			
10. Does the speaker provide specific details and examples to support their response?	Yes Sometimes No			
11. Does the speaker remain on topic?	Yes Sometimes No			
12. Is the speaker's tone appropriate for the social context of the task?	Yes Sometimes No			
13. Is the response well organized and easy to follow?	Yes No			
14. Does the speaker use appropriate linking words and phrases?	Yes Sometimes No			
15. Does the speaker avoid repeating ideas?	Yes No			
16. Does the speaker conclude with an appropriate closing remark?	Yes No			
17. Does the speaker speak for the entire time?	Yes No			
18. Does the speaker's response fully answer the question?	Yes No			
Speaking on a Visual				
1. Does the speaker describe and/or explain the graph accurately?	Yes No			
2. Does the speaker identify general trends?	Yes Sometimes No			
3. Does the speaker draw conclusions that are realistic and based on graph data?	Yes Sometimes No			

Part 1: Independent Speaking, Type A

Preparation Time: 30 seconds

Speaking Time: 60 seconds

NEXT

i Answer the question by speaking into the microphone.

- Give details and examples to support your response.
- You will be evaluated on the content of your response and the accuracy of your language.

What do you want to study at university and why?



Preparation Time
30
second(s)

Lesson 1	Resource 1F	Rating Criteria
----------	-------------	-----------------

Independent Speaking, Types A and B

You will be evaluated on:

- The content of your response
- The accuracy of your language

Speaking on a Visual

You will be evaluated on:

- The content of your response
- The accuracy of your language
- Your ability to reference details in the image

Part 1: Independent Speaking, Type B

Preparation Time: 60 seconds
Speaking Time: 90 seconds

[NEXT](#)

i Answer the question by speaking into the microphone.

- Give details and examples to support your response.
- You will be evaluated on the content of your response and the accuracy of your language.

In your opinion, what are some of the strengths of high school education in your home country?



Preparation Time
60
second(s)

Part 1: Speaking on a Visual

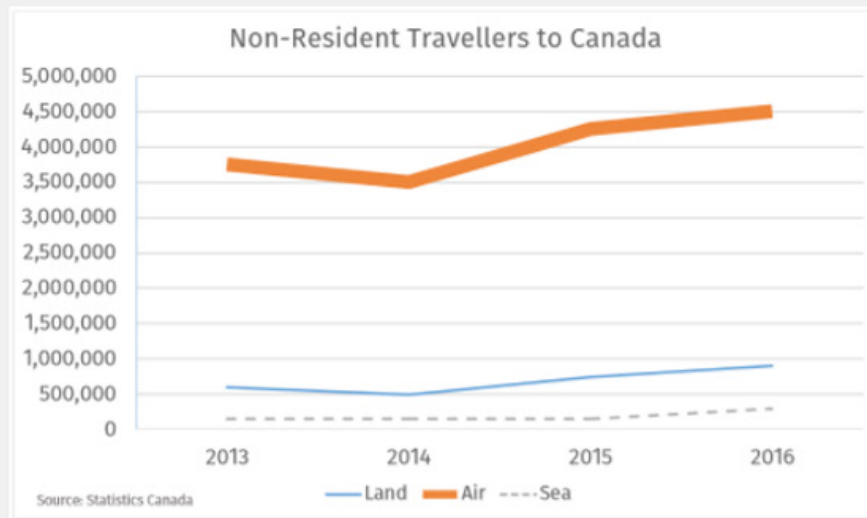
Preparation Time: 60 seconds

Speaking Time: 120 seconds

NEXT

i Answer the question by speaking into the microphone.

This chart shows non-resident travellers to Canada.



Describe and explain the information you see depicted in the graph.

What conclusions can you draw?



Preparation Time

60

second(s)

Lesson 1	Resource 1K	Vocabulary Journal (page 1)
-----------------	--------------------	------------------------------------

Date: _____

Complete the chart below by filling in the blanks with words you've recently learned. For each word, write its definition and an example sentence in which the word is used. Then, list some synonyms (words with similar meanings) and antonyms (words with opposite meanings) of the word.

Word 1:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	
Word 2:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	
Word 3:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	
Word 4:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	
Word 5:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	

Word 6:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	
Word 7:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	
Word 8:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	
Word 9:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	
Word 10:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	