Mid-Module Exam Information for Teachers and Students
ELIS 102 (Academic Track)

Exam Coverage:

The Mid-Module exam for ELIS 102 covers Unit 7 in the Unlock Book 1 Reading/Writing and the Unlock Book 1 Listening/Speaking course books. It also covers Units 1 and 3 in the Unlock Book 2 Reading/Writing and the Unlock Book 2 Listening/Speaking course books.

Contents of the Mid-Module Exam:

The exam will be administered on a computer and has:

	Total Questions	Total Points
2 Reading Passages • Each passage has 6 questions and is worth 8 points	12	16
1 Short Listening and 1 Long Listening Passage • The short listening has 3 questions and the long listening has 6 questions.	9	9
Grammar	5	5
Vocabulary	5	5
Academic Writing Skills • You will need to identify whether sentences are topic, supporting, or concluding sentences.	6	6
Total:	37	41

Reading and Listening Passages:

The reading and listening passages are related to the topics and themes in the units covered in the course books. However, **they will not be the same** as any of the reading or listening passages in the course book.

Types of Questions:

- Most of the exam will be multiple-choice with 3 options for each question.

- **Each** reading passage will have **one** additional question that looks like the below. This question will be worth **3** points.

*Choose the correct main idea **(a–f)** for each paragraph listed.*

1. _____ Paragraph 1
2. _____ Paragraph 2
3. _____ Paragraph 3

a. The Inuit used to have a very different lifestyle.
b. The Inuit live in northern Canada and Alaska.
c. The Inuit have better housing today and more help if they get sick.
d. Food for the Inuit is very expensive.
e. The Inuit enjoy catching fish.
f. Today, the Inuit have more choices about what to eat.

OR

*Choose the correct main topic **(a–f)** for each paragraph listed.*

1. _____ Paragraph 2
2. _____ Paragraph 3
3. _____ Paragraph 4

a. The people and languages of Los Angeles.
b. The size of Los Angeles.
c. The weather in Los Angeles.
d. Things to do in Los Angeles.
e. Sports in Los Angeles.
f. Flying to Los Angeles.

- The "Academic Writing Skills" section will have 5 options (sentences) and ask you to identify which sentences are topic sentences, which are supporting sentences, and which are concluding sentences. The question about supporting sentences will require you to **choose all 3** correct supporting sentences in order to get a point for the question.

Grammar Section:

The following grammar points may be tested in the grammar section of the exam:

	Textbook Unit	Textbook Pages
Comparatives (nouns in comparative form + comparative form of adjectives)	R/W Book 1 Unit 7	pp. 134,135
Past Simple—regular, irregular, question form	L/S Book 2 Unit 1	p. 21 pp. 28,56
Verb Patterns	L/S Book 2 Unit 3	p. 58

Vocabulary Section:

The vocabulary section may test vocabulary from the course book related to the following topics:

	Textbook Unit	Textbook Pages
Vocabulary to describe houses and buildings	R/W Book 1 Unit 7	p. 126,128
Adjectives	L/S Book 1, Unit 7 L/S Book 2, Unit 1 R/W Book 2, Unit 1	p. 126 pp. 18,19 p. 16
Vocabulary for Rooms	L/S Book 1, Unit 7	p. 128
Furniture and adjectives to describe furniture	L/S Book 1, Unit 7	p. 129
Nouns about cities and places	R/W Book 2, Unit 1 L/S Book 2, Unit 1	p. 18 p. 18,22
Key Vocabulary from Unit 3 on the pages listed here. Most are related to education, but not all.	R/W Book 2, Unit 3 L/S Book 2, Unit 3	pp. 52,54,57 pp. 54,57,58

Please note that other vocabulary from the book may also be present in the reading and listening passages on the exam.

Content & Paragraph Structure:

10	The student wrote on topic, in paragraph form, and had a clear topic sentence, clear and relevant supporting ideas, and a concluding sentence. The student clearly mentioned 3 positives and 3 negatives. The student supported at least 2 of the positives and/or negatives with "so" or "because".
9	The student wrote on topic, in paragraph form, and had a clear topic sentence and clear and relevant supporting ideas, but there was **no** concluding sentence. The student clearly mentioned 3 positives and 3 negatives. The student supported at least 2 of the positives and/or negatives with "so" or "because".
8	The student wrote on topic, in paragraph form, and had a topic sentence and relevant supporting ideas. The student clearly mentioned 3 positives and 3 negatives.
7	The student wrote on topic and had relevant supporting ideas. The student mentioned 3 positives and 3 negatives.
6	The student wrote mostly on topic and had a topic sentence and mostly relevant supporting ideas. 1 or 2 supporting ideas may be less clear or slightly illogical or off topic. The student mentioned at least 2 positives and 2 negatives.
4	The student mentioned at least 2 positives and 2 negatives. The response was mostly on topic, but some ideas may be slightly illogical or off topic.
2	The student wrote only 1 positive or 1 negative. If he/she wrote more, the other ones did not clearly relate to the prompt.
0	The student barely responded to the prompt **or** the response was almost entirely off topic **or** was left blank.

Grammar & Sentence Structure:

Key Grammar Points:
- Correct use of personal pronouns
- Basic Word Order (subject-verb-object) is followed
- Correct use of present simple (including 3rd person singular)
- **If** used, comparatives and "There is/There are" are used correctly. (these structures are not required)

5	All simple sentences were written correctly. Errors only occur in attempts at more complex sentences. The "Key Grammar Points" listed above are used accurately with minimal errors.
4	Most simple sentences were written correctly. There are few fragments (incomplete sentences). The "Key Grammar Points" listed above are used mostly correctly.
3	There are some errors in sentence structure, even for simple sentences. There may be some fragments. The "Key Grammar Points" listed above have some errors in their use.
2	Errors in sentence structure are common. Fragments (incomplete sentences) are also common. The "Key Grammar Points" listed above are used incorrectly more often than they are used correctly.
1	Errors in sentence structure are very frequent. Fragments (incomplete sentences) are also very frequent. The "Key Grammar Points" listed above are only occasionally used correctly.

Note: Any student who scores a "4" or lower on "Content" <u>cannot</u> receive higher than a "3" on grammar as he/she did not write enough for the rater to fully assess his/her grammatical accuracy.

Spelling & Punctuation:

5	Full stops and capital letters are used consistently and accurately. There are no run-on sentences and no fragments. Spelling of high frequency words and words commonly found in the book is accurate.
4	Full stops and capital letters are **usually** used accurately and sufficiently. There are few run-on sentences and/or fragments. Spelling of high frequency words and words commonly found in the book is usually accurate.
3	Full stops are used around 2/3 of the time. There are some run-on sentences and/or fragments. Capital letters are sometimes missing where needed. Some high frequency words and words commonly found in the book are spelled incorrectly.
2	Full stops are used around 1/2 of the time. There are a number of run-on sentences and/or fragments. Capital letters are often not used when needed. Many high frequency words and words commonly found in the book are spelled incorrectly.
1	Full stops are used around 1/3 of the time or less. Run-on sentences and/or fragments are frequent. Capital letters are rarely used correctly. Many words are misspelled severely enough to be hard to understand.

ELIS Mid Module Writing Exam Information
Level 102

The mid-module writing exam contains **two** parts.
- In Part One, students have to put words in order to make correct sentences **and** they have to add capital letters, commas, and full stops to a short paragraph.

- In Part Two, students will be given a prompt and they will need to write a paragraph (90-120) words which fully meets the requirements of the prompt. The paragraph will need a topic sentence, supporting ideas, and a concluding sentence.

Part One:
- Part One is worth **30%** of the grade for the Mid-Module Writing Exam.

- Part One is based on (but **not** exactly the same as) "Put the words in order" and "Correct the punctuation" exercises in Book 1, Unit 7 of the Reading/Writing course book on pp. 134 and 137 and on exercises in Book 2 of the Reading/Writing course book on pp. 28,29

- In the "Put the words in order" section, students lose 1 mark for each word that is out of order, up to a maximum of -3 per sentence.

- In the "Correct the punctuation" section, students lose 1 mark for each piece of punctuation that they don't add correctly.

- A full example of Part One is contained in the "Sample 102 Mid-Module Academic Track Writing Assessment" available in "Teacher's Resources" and in "Student Resources".

Part Two:
- Part Two is worth **70%** of the grade for the Mid-Module Writing Exam.

- Part Two is related to the themes and types of writing covered in Unit 7 of Unlock Book 1 and Units 1 and 3 of Unlock Book 2. For example, Part Two on the Sample Exam is based on (but not exactly the same as) the Writing Task in Unit 1, p. 29.

- The rating scale for Part Two looks at the student's ability to:
  - write a clear and properly formed paragraph with topic sentence, supporting sentences, and concluding sentence
  - fully answer the prompt and support his/her ideas
  - use correct sentence structure and other grammar points covered in Book 1, Unit 7 and Book 2, Units 1 and 3
  - use full stops and capital letters accurately and sufficiently, and
  - spell high frequency words commonly found in the book.

- The full Rating Scale is available in "Teacher's Resources" and in "Student Resources".

Sample 102 Mid-Module Academic Track Writing Assessment

Name: _____ UID: _____Section:_____

Part One (Part One is worth **30%** of the grade.)

A. Put the words in order to make sentences.   (15 points)

Example: don't like / I / cafes / noisy /in my /city/ .
_____***I don't like noisy cafes in my city.***_____

1. lots of / There are / buildings / in / Dubai / beautiful / .

   _____

2. in / costs / a lot of/ London / Everything /money / .

   _____

3. really / New York / place / is / a / expensive / .

   _____

4. noise / There isn't / village / in / my / any / .

   _____

5. beautiful / Barcelona / and clean / is / city / a / .

   _____

B. Correct the punctuation mistakes in the paragraph and rewrite it on the lines below. Add capital letters and full stops. There are a total of 15 mistakes.   *(15 points)*

Example: i like languages i study English at a university in london i don't study arabic
_____ ***I like languages. I study English at a university in London. I don't study Arabic.*** _____

i live in dubai it is a beautiful country there are many beautiful beaches there i go to the beach on friday and saturday the people are friendly it is really hot in summer

_____

_____

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Part Two: (Part Two is worth **70%** of the grade.)

      Write a paragraph about the positives <u>and</u> negatives of shopping in malls. Your paragraph should:

- have a topic sentence, supporting ideas, and a concluding sentence.
- mention at least **3** positives **and** at least **3** negatives.
- support at least 2 of your ideas using '*so*' or '*because*'.

Write 90–120 words.

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