

Dodatak ispitnome katalogu za
Engleski jezik

Primjeri sastavaka s komentarima

2011

Rating Scale

	Task Completion	Coherence and Cohesion	Vocabulary	Grammar
5	<ul style="list-style-type: none"> All parts of the prompt fairly equally developed. Main ideas well supported. 	<ul style="list-style-type: none"> Clear flow of ideas. Effective use of paragraphing and cohesive devices. 	<ul style="list-style-type: none"> Wide range for the task. Inaccuracies in usage/form/spelling occur but do not impede easy understanding. 	<ul style="list-style-type: none"> Wide range for the task. Inaccuracies in usage/form occur but do not impede easy understanding.
4	<ul style="list-style-type: none"> All parts of the prompt developed but unequally. Main ideas generally well supported. 	<ul style="list-style-type: none"> Generally clear flow of ideas. Good use of paragraphing and cohesive devices. 	<ul style="list-style-type: none"> Good range for the task. Inaccuracies in usage/form/spelling sometimes impede easy understanding. 	<ul style="list-style-type: none"> Good range for the task. Inaccuracies in usage/form sometimes impede easy understanding.
3	<ul style="list-style-type: none"> One part of the prompt not developed. Main ideas sufficiently supported. / Not all main ideas relevant. 	<ul style="list-style-type: none"> Flow of ideas sometimes unclear. Limited use of paragraphing or cohesive devices. 	<ul style="list-style-type: none"> Sufficient range for the task. Inaccuracies in usage/form/spelling sometimes cause difficulty in understanding. 	<ul style="list-style-type: none"> Generally uses simple structures. Inaccuracies in usage/form sometimes cause difficulty in understanding.
2	<ul style="list-style-type: none"> Two parts of the prompt not developed. / The essay is largely irrelevant. Main ideas insufficiently supported. Insufficient language control. / Inappropriate layout. 	<ul style="list-style-type: none"> Flow of ideas frequently unclear. Inadequate use of paragraphing or cohesive devices. 	<ul style="list-style-type: none"> Range is inadequate for the task Inaccuracies in usage/form/spelling frequently cause difficulty in understanding. 	<ul style="list-style-type: none"> Relies on simple structures. Inaccuracies in usage/form frequently cause difficulty in understanding.
1	<ul style="list-style-type: none"> Insufficient prompt development. / The essay is irrelevant. No clear main idea. Generally unintelligible. 	<ul style="list-style-type: none"> Flow of ideas cannot be followed. Generally unintelligible. 	<ul style="list-style-type: none"> Range is severely restricted. Inaccuracies in usage/form/spelling generally prevent understanding. 	<ul style="list-style-type: none"> Range is severely restricted. Inaccuracies in usage/form generally prevent understanding.
0	The script is unintelligible or has less than 50 words			

Note: If the descriptors within a criterion (TC, CC, V and G) are at different levels, the lower level applies. For example, if *vocabulary range* is assessed at Band 5 and *vocabulary accuracy* at Band 4, the essay receives 4 for *Vocabulary*.

A script which scores 2 on Task Completion cannot score more than 4 on the other criteria..

A script that scores 1 on Task Completion because it is underlength cannot score more than 3 on the other criteria.

A script that scores 1 on Task Completion because it is irrelevant cannot score more than 1 on the other criteria.

A script that scores 0 on Task Completion because it is underlength cannot score more than 1 on the other criteria.

Underlength scripts are penalised on Task Completion as follows: 160-190 words: 1 point; 130-159: 2 points; 100-129: 3 points. 50-99: 4 points. The minimum score for this criterion is 0.

Short forms (e.g. I'm, isn't) are counted as one word.

The word count does not include repetitions, enumerations and passages copied from the Reading Paper.

Explanation of the Rating Scale

Task Completion

Prompt development

- 5 ***All parts of the prompt fairly equally developed:*** The S provides an adequate introduction, discusses both views, paying fairly equal attention to both of them, and gives an adequate conclusion.
- 4 ***All parts of the prompt developed but unequally:***
 - the S discusses both views but pays considerably more attention to one view than the other, or
 - either the introduction or conclusion is inadequate.
- 3 ***One part of the prompt not developed:***
 - the S discusses only one of the views, or
 - both the introduction and conclusion are inadequate, or
 - either the introduction or conclusion is undeveloped.
- 2 ***Two parts of the prompt not developed:*** For example, both the introduction and conclusion are either missing or undeveloped.
- 2 ***The essay is largely irrelevant:*** The essay hardly develops the prompt due to misunderstanding of the prompt or the inclusion of excessive irrelevance.
- 2 ***Insufficient language control:*** It is difficult to evaluate Task Completion because the text is difficult to understand in places due to language errors.
- 2 ***Inappropriate layout:***
 - the text is in bullets rather than sentences, or
 - almost every sentence is laid out as a paragraph, or
 - the entire script is in one paragraph.
- 1 ***Insufficient prompt development:*** Three parts of the prompt are not developed.
- 1 ***The essay is irrelevant:*** The essay is completely off-topic.
- 1 ***Generally unintelligible:*** It is difficult to evaluate Task Completion because the text is generally difficult to understand.

Argumentation

- 5 ***Main ideas well supported:*** The main ideas are clearly highlighted and developed by arguments that are relevant and supported.
- 4 ***Main ideas generally well supported:*** While the main ideas are generally developed well, there are occasional instances of an irrelevant or unsupported argument.
- 3 ***Main ideas sufficiently supported:***
 - there are several instances of an irrelevant or unsupported argument, or
 - there is only one argument in support of each main idea.
- 3 ***Not all main ideas relevant:*** There is an irrelevant main idea.
- 2 ***Main ideas insufficiently supported:*** There are numerous instances of an irrelevant or unsupported argument.
- 1 ***No clear main idea:*** It is not clear what the main ideas are.

Explanation of Terms

All parts of the prompt.

Write an essay of 200-250 words.
Your essay must have an introduction, body and conclusion

Some people say that international sports events bring countries closer, while others say that they cause problems between countries.

Discuss both these views and give your own opinion.

In the above example, the prompt contains 4 elements:

- an introduction
- one view for consideration
- a second view for consideration
- a conclusion that includes an opinion.

One part of the prompt not developed

A view is not developed if it is just referred to. Development implies providing at least one argument with support.

An **adequate introduction** contains

- 1 *general statements* about the subject that provide the background for:
- 2 the *thesis statement*, which names the specific topic and the main ideas or major subdivisions of the topic.

Example of an **adequate** introduction:

Sports events like the Olympics and the FIFA World Cup arouse global interest. But sport is all about competition. So do these events unite countries because of a shared interest in sport or divide them because of opposing interests in the result?

Example of an **inadequate** introduction (no thesis statement):

The international sports events are very popular at the time. Nowadays, people are in a big hurry so they need something to relax, and they often choose sports events. A sport event, like world football competition in Africa will connect this poor continent with the rest of the world and allow them to do a big step forward.

Example of an **inadequate** introduction (irrelevance):

It is important to do sport. It makes people physically fit and healthier. The advantages include stronger muscles and loss of extra weight. It also improves mental health and helps prevent depression. But do international sports events bring countries closer or cause problems between them?

Example of an **undeveloped** introduction (lifting):

Some people say that international sports events bring countries closer, while others say that they cause problems between countries. International sports events have their advantages and disadvantages.

An **adequate conclusion** contains:

- 1 a summary of the main points
- 2 a final opinion.

Example of an **adequate** conclusion:

In conclusion, international sports events can help people learn more about other countries. However, nationalist supporters may see opposing teams and their countries as enemies. Personally, I think that there will always be an element of war in international sports events.

Example of an **inadequate** conclusion (irrelevance):

In conclusion, international sports events have their advantages and disadvantages. Every competitive sport must have winners and losers. In **my opinion, it's very important to do a competitive sport, because we** learn how to win and also how to lose. And this is important in life.

Example of an **undeveloped** conclusion:

In conclusion, international sports events, like everything in life, have their good and bad sides. In my opinion, there will always be international sports events.

Example of an **undeveloped** conclusion:

All in all, both sides of the argument have advantages and disadvantages. More or less there will be discussions about this topic. I think that is very good for all the world but they should choose where want they go play **some sports. I don't know where they want play some sports.**

The essay is **largely irrelevant**

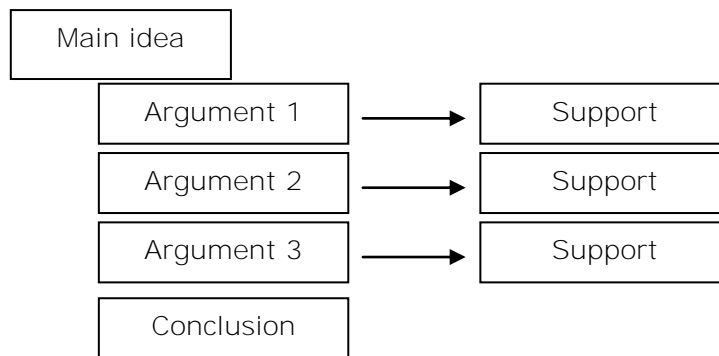
For example, the essay is about sport or sports events rather than international sports events.

The essay is **irrelevant**

The essay is not about sport but some other topic, even though they may be passing mention of sport or international sports events.

Argumentation

Argumentation concerns the systematic development of a main idea in a logical fashion.



A **main idea** is the topic of a section of the essay, normally derived from the prompt. For example, *international sports events bring countries closer* or *they cause problems between countries*.

An **argument** develops the main idea.

Support consists of details or examples that clarify or justify the argument.

A **conclusion**, as appropriate, that provides a summary of the arguments or a restatement of the main idea.

Coherence and Cohesion

Coherence

- 5 ***Clear flow of ideas***: The ideas follow each other in a logical fashion. You can follow the flow of ideas with ease.
- 4 ***Generally clear flow of ideas***: There is a logical progression to the overall argument but there are occasions when the relationship between ideas within sections of the argument is not clear.
- 3 ***Flow of ideas sometimes unclear***: There is a logical progression to the overall argument but the relationship between ideas within sections of the argument sometimes causes difficulty.
- 2 ***Flow of ideas frequently unclear***: Numerous changes of subject make it generally difficult to follow the flow of ideas.
- 2 ***Insufficient language control***: It is difficult to evaluate CC because the text is difficult to understand in places due to language errors.
- 1 ***Flow of ideas cannot be followed***: The overall argument is not discernible.
- 1 ***Generally unintelligible***: It is difficult to evaluate CC because the text is generally difficult to understand.

Paragraphing and Cohesive Devices

- 5 ***Effective use of paragraphing and cohesive devices***: Each paragraph is well constructed, with an appropriate use of a range of cohesive devices.
- 4 ***Good use of paragraphing and cohesive devices***: There are lapses in paragraph construction or the occasional lack, misuse or overuse of cohesive devices.
- 3 ***Limited use of paragraphing or cohesive devices***:
 - paragraphs contain more than one main idea or contain irrelevant sentences, or
 - the body of the essay is a single paragraph, or
 - there is excessive paragraphing, or
 - the lapses in the use of paragraphing/cohesive devices are too significant for the script to be awarded 4 .
- 2 ***Inadequate use of paragraphing or cohesive devices***:
 - there is little attempt at paragraphing, or
 - the script is divided into sections that do not have a main topic, or
 - the script is a single paragraph, or
 - the lack or misuse of cohesive devices causes considerable difficulty.

Explanation of Terms

Coherence

A logical progression to the overall argument

The essay is clearly organised into 'points for' followed by 'point against' or vice versa.

Paragraphing

Paragraphing concerns how well the writer uses paragraph structure to organise his/her argumentation.

The basic paragraph structure consists of:

- a topic sentence, which says what the paragraph will be about.
- arguments, with support
- preferably a concluding sentence (Thus, ...; Therefore, ...; As a result, ...; So, ...).

Lapses in paragraph construction

- The paragraph lacks a clear topic sentence.
- The paragraph contains a sentence that does not follow from the previous one.
- The paragraph contains a sentence that is off the topic of the paragraph.
- The lack of either indentation or spacing between paragraphs causes difficulty.

For example, in the following layout it is difficult to see whether the second sentence belongs to a new paragraph or not.

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX.
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX.

- The paragraph is broken up visually as follows:

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX. XXXXXXXXXXXXXXX
XXXXXXXXXXXX. XXXXXXXXXXXXXXX.
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX. XXXXXXXXXXXXXXX
XXXXXXXXXXXX. XXXXXXXXXXXXXXX.
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX. XXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXX. XXXXXXXXXXXXXXX.

Excessive paragraphing

Each argument is presented as a separate paragraph although there is not the amount of support to justify this.

Cohesive devices

Cohesive devices include

- devices to mark the structure of the argument (*first of all, second, another, in conclusion*, etc.)
- devices to show the relationship between ideas at the sentence level (*As a result, On the other hand, However ...*), and within sentences (*although, whereas, also, not only ...*) and between paragraphs.
- referencing and substitution (*this, that, they ...*)
- punctuation (comma, semi-colon, colon)

Effective use of cohesive devices

A range of cohesive devices are used between paragraphs and between and within sentences in a way that makes it easy for you to follow the line of thought.

Overuse of cohesive devices

Either the amount of cohesive devices between sentences interferes with easy reading (e.g. *First, some supporters are nationalistic. In addition, they do not care about the quality of the game. Moreover, they only care about winning. Furthermore, ...*) or the use of particular cohesive devices is repetitive.

Limited range of cohesive devices

The writer is limited to basic cohesive devices (*and, but, so ...*)

Vocabulary

Range

- 5 **Wide range for the task:** The range allows a variety of expression within the limits of the topic. The vocabulary is generally precise, with some awareness of collocation and idiomatic phrases
- 4 **Good range for the task:** The range is more than *sufficient* but less than *wide*.
- 3 **Sufficient range for the task:** The S tends to use simple vocabulary but the range is sufficient for the S to express him/herself on the topic without relying on repetition.
- 2 **Range is inadequate for the task:** The S does not have the range to sufficiently express him/herself on the topic, or relies on repetition or memorised language, or the essay has 100-129 words.
- 1 **Range is severely restricted:** The S does not have the range to deal with the topic, or the essay has 50-99 words.

Accuracy

- 5 **Inaccuracies in usage/form/spelling occur but do not impede easy understanding:** While you are aware of some inaccuracies, they put no strain on easy understanding.
- 4 **Inaccuracies in usage/form/spelling sometimes impede easy understanding:** The type or density of inaccuracies causes you to pause while reading, but the message can be understood with little effort.
- 3 **Inaccuracies in usage/form/spelling sometimes cause difficulty:** The type or density of inaccuracies causes rereading, but the message can be understood, although with some effort.
- 2 **Inaccuracies in usage/form/spelling frequently cause difficulty:** The type or density of inaccuracies frequently causes rereading, but the message can be understood, although with some effort.
- 1 **Inaccuracies in usage/form/spelling generally prevent understanding:** The type or density of inaccuracies requires considerable effort by the reader to understand the message.

Explanation of Terms

Simple vocabulary: *People love sport and it is a normal thing. Bad thing is that people can fight.*

Precise vocabulary: *They cheered with passion.*

Collocation: *host an event, cultural ties.*

Idiomatic expressions / phrasal verbs: *keep an eye on;*

Memorised language: Sentences that stand out from the rest of the script by being at a much higher level of writing.

Vocabulary accuracy includes the use of articles.

Grammar

Range

- 5 *Wide range for the task*: The S uses a wide range of simple and complex structures appropriately.
- 4 *Good range for the task*: The S uses a range of simple and complex structures appropriately.
- 3 *Generally uses simple structures*: While complex structures are used, the S generally uses simple structures.
- 2 *Relies on simple structures*: Almost all the structures are simple; the S rarely uses subordinate clauses. Or the essay has 100-129 words.
- 1 *Range is severely restricted*: No use of subordinate clauses. Or the essay has 50-99 words.

Accuracy

- 5 *Inaccuracies in usage/form occur but do not impede easy understanding*: While you are aware of some inaccuracies, they put no strain on easy understanding.
- 4 *Inaccuracies in usage/form sometimes impede easy understanding*: There are occasions when inaccuracies cause you to pause while reading, but the message can be understood with little effort.
- 3 *Inaccuracies in usage/form sometimes cause difficulty, but the message can be understood with some effort*: The type or density of inaccuracies causes re-reading, but the message can be understood, although with some effort.
- 2 *Inaccuracies in usage/form frequently cause difficulty*: The type or density of inaccuracies frequently causes rereading, but the message can be understood, although with some effort.
- 1 *Inaccuracies in usage/form generally prevent understanding*: The type or density of inaccuracies requires considerable effort by the reader to understand the message.

Explanation of Terms

Simple structures:

- *Fights are always happening at football matches.*
- *Sports events bring countries closer.*

Co-ordination:

- *They cheered with passion and teased rival fans but it was simply good fun.*

Complex structures:

Subordination:

- *They are known to have cultural ties with each other.*
- *When a certain country is hosting a worldwide known sports event, it will receive millions of foreign tourists.*
- *It's all because of a group of guys who want to be bad.*

Modality/auxiliary:

- *Throughout history, we have seen millions of fans from rival countries hanging out with each other.*
- *There are situations when international sports events may cause bad feelings between countries.*

Participles: *We see fans from rival countries hanging out with each other.*

Script 1

Task completion: 3

The essay has neither an adequate introduction nor conclusion: both are irrelevant. In addition, much of the first paragraph is irrelevant.

Coherence and cohesion: 3

Although there is a logical progression to the overall argument (introduction, advantages, problems, conclusion), the flow of ideas is sometimes unclear (for example, no clear connection between the introduction and the first paragraph, no topic sentence for the first paragraph so we don't know what *first of all* and *secondly* refer to, no clear connection between the sentences in the conclusion, unclear final sentence *I don't know where they want play some sports*).

Vocabulary: 3

The range is sufficient for the task. The type and density of inaccuracies causes rereading, but the message can be understood with some effort (*on countries, for a long, economy situation, on the world, rasists, say ugly sentences*).

Grammar: 3

Some complex structures are used, but not successfully. Although the type and density of inaccuracies causes rereading (*internationals sports, every players go, this people, where want they go play, they want play*), the message can be understood with some effort.

Script 2

Task Completion: 5

The student provides an adequate introduction, pays fairly equal attention to both views and gives an adequate conclusion. The main ideas are developed by arguments that are relevant and supported.

Coherence and Cohesion: 5

The ideas follow each other in a logical fashion. You can follow the flow of ideas with ease.

Each paragraph is well constructed, with an appropriate use of a range of cohesive devices (E.g. second Paragraph: *However, For example, Moreover*).

Vocabulary: 4

The range is wide, but the inaccuracies in spelling (*trough, togheder, recieve*), articles (*a good fun, - host country, - tourists, a help from, - other country*), and usage (*takes victory*) prevent the script from receiving 5.

Grammar: 5

The student uses a wide range of simple and complex structures appropriately and with a consistency that gives the script 5 despite some errors (*Does it brings, came/come, stay being a game, I approve it*).

Script 3

Task completion: 1

Insufficient language control makes it difficult to evaluate Task Completion (2). With 185 words, the essay is also underlength and loses one point.

Coherence and cohesion: 2

The flow of ideas is frequently unclear due to insufficient language control.

Vocabulary: 2

Inaccuracies in usage, form and spelling frequently cause difficulty in understanding.

Grammar: 2

Inaccuracies in usage, form and spelling frequently cause difficulty in understanding.

Script 4

Task Completion: 4

The student provides an adequate introduction, discusses both views, paying fairly equal attention to both of them, and gives an adequate conclusion. However, the problem with argumentation in the second Paragraph prevents the script from receiving 5.

Coherence and Cohesion: 4

The second paragraph is not well constructed. To get 5, *each paragraph is well constructed*. But the lapse is not significant enough for the script to be awarded 3.

Vocabulary: 4

The range is more than *sufficient* but less than *wide*. Inaccuracies cause you to pause while reading (*that gives bad influence, the youngs, roulmodels, all goes to bad side*).

Grammar: 5

The student uses a wide range of simple and complex structures appropriately and with a consistency that gives the script 5 despite some errors (*being destroyed*).

Script 5

Task completion: 1

The essay is irrelevant. It is completely off-topic.

Coherence and cohesion: 1

Ceiling

Vocabulary: 1

Ceiling

Grammar: 1

Ceiling

Script 6

Task Completion: 0

Generally unintelligible.

There is a lot of talk these days about international sports. Everywhere we have sport players who play in some other countries. This is very normal today and every players go on other countries for a long.

First of all, international sports are very good for all the world. We can make new friends and learn to speak foreign language. Secondly, we can play some sports in some country for the bigger salary, if we are professional player. It is very popular today, because many players go on rich countries with perfect economy situation.

On the other hand, we have many problems in (with) some countries. Somewhere they don't like players and people from some countries. Another reason is that in some place on the world, we have racists. This people don't like different people from other countries. When we are on some sport event, they say ugly sentences for this people.

All in all, both sides of the argument have advantages and disadvantages. More or less there will be discussions about this topic. I think that is very good for all the world but they

Engleski jezik

List za čistopis

should choose where want they go play some sports.
I don't know where they want play some sports.

Script 1

Task completion: 3

The essay has neither an adequate introduction nor conclusion: both are irrelevant. In addition, much of the first paragraph is irrelevant.

Coherence and cohesion: 3

Although there is a logical progression to the overall argument (introduction, advantages, problems, conclusion), the flow of ideas is sometimes unclear (for example, no clear connection between the introduction and the first paragraph, no topic sentence for the first paragraph so we don't know what *first of all* and *secondly* refer to, no clear connection between the sentences in the conclusion, unclear final sentence *I don't know where they want play some sports*).

Vocabulary: 3

The range is sufficient for the task. The type and density of inaccuracies causes rereading, but the message can be understood with some effort (*on countries, for a long, economy situation, on the world, rasists, say ugly sentences*).

Grammar: 3

Some complex structures are used, but not successfully. Although the type and density of inaccuracies causes rereading (*internationals sports, every players go, this people, where want they go play, they want play*), the message can be understood with some effort.

Essay

It was long time ago when international sports events such as the Olympics or FIFA World Cup became "more than a game". Today, when our planet is becoming a huge global village, people from all parts of world are becoming ^{more and more} ~~increasingly~~ interested in international sports. But, does it bring them together?

Sometimes it does. Through the history we have seen millions of fans from rival countries hanging out with each other, drinking beer and supporting their team respectfully. They cheered with passion and teased rival fans, but it was simply a good fun. If their team lost, they'd congratulate the winner and even make friends with people from various backgrounds and continents. Moving on, it is not unusual that neighbouring countries support each other through the tournament. Usually they are known to have cultural ties with ~~a foreign club to their own~~ each other so people can identify with neighbour's sports heroes and tradition. Also, when a certain country is hosting a worldwide known sports event, it will receive millions of foreign tourists who came to explore different culture and meet new people. As a result of that "cultural mixing", both parties will be satisfied. Host country will earn money and tourists will enjoy their "holiday". However, there are situations when international sports

Engleski jezik

List za čistopis

events may cause bad feelings between countries. For example, when Ireland and France played few months ago, the French defeated Ireland with a help from a referee. The Irish were mad and even their government sent a protest note to UEFA offices. Moreover, ^{There} ~~there~~ are countries who are sharing difficult memories from the past (wars etc.) so when they meet, their hooligans can cause serious problems. But, it is not only a painful past that causes bad feelings between countries. Sometimes ^{if it is} ~~it is~~ sports. People dislike losing and are jealous when other country takes victory. To sum up, when a ^{fair} ~~neat~~ competition is happening, I approve it. But sports need to stay ^{being} ~~a~~ game, not politics. If it does, it can bring countries together.

Script 2

Task Completion: 5

The student provides an adequate introduction, pays fairly equal attention to both views and gives an adequate conclusion. The main ideas are developed by arguments that are relevant and supported.

Coherence and Cohesion: 5

The ideas follow each other in a logical fashion. You can follow the flow of ideas with ease.

Each paragraph is well constructed, with an appropriate use of a range of cohesive devices (E.g. second Paragraph: *However, For example, Moreover*).

Vocabulary: 4

The range is wide, but the inaccuracies in spelling (*trough, togheder, recieve*), articles (*a good fun, - host country, - tourists, a help from, - other country*), and usage (*takes victory*) prevent the script from receiving 5.

Grammar: 5

The student uses a wide range of simple and complex structures appropriately and with a consistency that gives the script 5 despite some errors (*Does it brings, came/come, stay being a game, I approve it*).

We live in a 21st century and the sport is everywhere and it is very important stuff for men and women. International sport made a big splash in the new lately. Olympic games was (we) very popular because there is a lot of people on the many another spaces on the (world) world. In these essay I will write about bad and good sides of international sport.

The sport-gamer on the many countries have a lot of respecting for the another gamer. But, cheerleaders are sometimes very aggressive and (hard) stupid and working many stupid stuff. In the another hand, the good parties are good international working, friendly atmosphere at the stadium, meeting new peoples of many difference countries on Earth. In the stadium, all peoples are one big happy family. International sport (iv) events connecting unfriendly countries and peoples. For all this reasons, international sports events are very helpfully and good stuff for all.

I think that the international sports events are good think for a countries and for the people who lives there. The Olympic games are the proof that the sport connecting people.

Script 3

Task completion: 1

Insufficient language control makes it difficult to evaluate Task Completion (2). With 185 words, the essay is also underlength and loses one point.

Coherence and cohesion: 2

The flow of ideas is frequently unclear due to insufficient language control.

Vocabulary: 2

Inaccuracies in usage, form and spelling frequently cause difficulty in understanding.

Grammar: 2

Inaccuracies in usage, form and spelling frequently cause difficulty in understanding.

Engleski jezik

List za čistopis

Sport matches have always been an important event in a country. When countries play against each other, there's always celebration and joy, but sometimes it can go bad. So the question is, are international sports events good or bad for countries to get along?

On the one hand, fights are always happening at football matches, or on water polo games, too. So people get hurt, most of them go to prison, cars with different registration tables are being destroyed. Moreover, innocent people who come to watch the game get beaten, and it's all because of a group of guys who want to be bad. Furthermore, players also fight on matches, and that gives bad influence to the youngs who see rolemodels in them. Of course this doesn't happen on every match, only when there's an important game, and the feelings get all high, you get adrenalin rush and then all goes to bad side.

On the other hand, by watching game you can learn more about game, you can find out more game techniques, moreover you can meet new people, and also their culture. Also, sports events do bring countries closer, of course if the game

Engleski jezik

List za čistopis

is friendly. For example, players get to know each other and make friendships, act normally on matches, and that is good example to the children.

To conclude, in my opinion, international sports events are good thing, not only for countries, but for people too, and without sports, people would be bored, at least now we have something to watch and enjoy.

206

Script 4

Task Completion: 4

The student provides an adequate introduction, discusses both views, paying fairly equal attention to both of them, and gives an adequate conclusion. However, the problem with argumentation in the second Paragraph prevents the script from receiving 5.

Coherence and Cohesion: 4

The second paragraph is not well constructed. To get 5, *each paragraph is well constructed*. But the lapse is not significant enough for the script to be awarded 3.

Vocabulary: 4

The range is more than *sufficient* but less than *wide*. Inaccuracies cause you to pause while reading (*that gives bad influence, the youngs, roulmodels, all goes to bad side*).

Grammar: 5

The student uses a wide range of simple and complex structures appropriately and with a consistency that gives the script 5 despite some errors (*being destroyed*).

Engleski jezik

List za čistopis

INTERNATIONAL SPORTS

In modern world there are international sports is very popular. There are many advantages and disadvantages. International sports are the sports all the world for Olimpic games, David cup, Premier league.

One of the major advantages is very conservative for Croatia because is very small countries, and very small number people live in Croatia. Croatia color is red, white, and blue. Nowadays, such places must be very rare. However, it was great! We are spent the days climbing the mountain and swimming in the stream at the bottom of the Olimpic station. Nowadays, when I work all day and find myself physically exhausted, I look back fondly on those times.

On other hand, disadvantages some people say that black international game. However, at the same time, I do regret missing the opportunity to see more of the world as a youngster. We used to go abroad to the south of Africa or Australia, which was a very modern think back then. And the wildlife was amazing! However, it is definitely worth it. However, it can sometimes be a bit sad as

Engleski jezik

List za čistopis

well. For sport is very much many.

There are very strong arguments on the both sides. In my opinion advantages is very positive because I like sports very much. Last Olympic games was in Vancouver for winter sports.

Script 5

Task completion: 1

The essay is irrelevant. It is completely off-topic.

Coherence and cohesion: 1

Ceiling

Vocabulary: 1

Ceiling

Grammar: 1

Ceiling

Engleski jezik

List za čistopis

Some people say that international sports events bring countries closer. Others say cause bad feelings between countries closer... Others say... Sport am cool. Sports an Fußball. by scholl of cool. An freund in freundin and play games. Games in station full. Cause bad feelings countries. An play animals. In body total super. Others cause Eltern in by scholl. off. In station am super. Wunderschön spiele games. Mit balon, mit ... Cobl idea of sport. Say cause bad feelings baad. beed in cause feelings am Sport. Animals play games an TV, video ... An Videospiele spielt animal. Heer in brings by play games of. Some people say that...

Script 6

Task Completion: 0

Generally unintelligible.