Specification of Summative Assessment for term

on the subject «The English language»

Grade 11
(social-humanitarian direction)

Nur-Sultan 2020

CONTENTS

1. Aim of the Summative Assessment for term

Summative assessment (SA) is aimed to assess learners' success in terms of the learning objectives achievement and reveal their level of knowledge and skills acquired during the term within the framework of updating the upper secondary education content.

Specification describes the content and procedure for the delivery of the Summative Assessment for term in «The English language» in Grade 11.

2. The document defining the content of the Summative Assessment for term

Subject Programme for «The English language» for 10-11 grades of upper secondary education of the Social-Humanitarian direction on the updated content.

3. Expected outcomes on the subject «The English language», Grade 11

Listening

A learner understands the main ideas of authentic texts of a range of genres, conversations on familiar and unfamiliar topics; recognizes functionally important meanings, including details and specific information to fill in forms, tables, schemes; understands the meaning of terms and the key units of texts on a range of curricular and general topics; distinguishes between a fact and an opinion; recognizes and compares inconsistencies in texts of a range of genres and styles on general and curricular topics, deduces the meanings of unfamiliar words using the context.

Speaking

A learner participates in a conversation in situations of formal and informal communication; correctly formulates utterances using the lexical and grammatical resources of the language; expresses an emotional and evaluative attitude to the reality; analyses and compares texts providing arguments to support a point of view; reasons evaluating events, opinions, and problems; makes conclusions and suggests ways to solve a given problem.

Reading

A learner understands the main ideas of fiction and non-fiction texts ofa range of genres and styles on topics related to social studies and humanities; uses a range of reading strategies; identifies the time and cause-effect connections of events and phenomena; analyses and compares the meanings of words using paper and digital resources; critically evaluates the content of texts of a range of genres and styles.

Writing

A learner plans and makes a brief outline of a written text, edits and proofreads texts of a range of genres and styles; observes spelling and grammar rules; provides arguments in a written text based on media information;; writes business letters and other documents; writes discursive texts expressing an opinion of an issue on a range of topics, including those related to social studies and humanities.

4. Level of thinking skills on the subject «The English language», Grade 11

Strand	Level of thinking skills	Description	Recommended type of question
Listening	Knowledge and comprehension	Understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics; understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics; understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics; understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;	Questions with multiple choice answers. Questions that require short answer. Questions that require an extended answer.
	Higher order thinking skills	recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;	
Speaking	Application	use formal and informal language registers in talk on a range of general and curricular topics, including some unfamiliar topics; use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics;	Questions that require a short answer. Questions that require an extended answer.
	Higher order thinking skills	explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics; interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics; evaluate and comment on the views of others in a growing variety of talk contexts on a wide range of general and curricular topics, including some unfamiliar topics;	
Reading	Knowledge and comprehension	understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics;	Questions with multiple choice answers. Questions that

		understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics; recognise the attitude, opinion or tone of the writer in extended texts on a range of more complex and abstract general and curricular topics; recognise patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics; recognise inconsistencies in argument in extended texts on a range of more complex and abstract general and curricular topics;	require short answers. Questions requiring a detailed answer.
	Application	read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics; skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics;	
Writing	Application	write with grammatical accuracy on a wide range of general and curricular topics; use style and register to achieve an appropriate degree of formality in a wide variety of written genres on general and curricular topics; use independently appropriate layout at text level on a wide range of general and curricular topics; punctuate written work at text level on a wide range of general and curricular topics with a good degree of accuracy;	Questions that require short answer. Questions that require an extended answer.
	Higher order thinking skills	develop with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics; write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics.	

5. Administration rules

During the Assessment cover all visual materials like, diagram, schemes, posters and maps that can serve as prompts for the learners.

At the beginning of the Assessment read out the instructions and inform the learners about the assessment duration. Remind learners that they are not allowed to talk with each other during the Summative Assessment. After the instructions, make sure they have understood given instructions and ask if they have any questions before the start of the assessment.

Ensure that the learners are working individually and not helping each other. During the

Summative Assessment learners should not have any access to additional recourses that can help them, for example, dictionary, and calculator (excluding the cases when it is allowed in specification)

Recommend learners to cross the wrong answers instead of using an eraser.

During the assessment you can answer learners' questions, regarding the instructions and the assessment duration. You should not spell, paraphrase or provide any information that could give the learner an advantage.

Always tell the learners that they have 5 minutes left before the end of the Summative Assessment.

Tell the Learners to stop writing and put down their pens/pencils on the desks at the end of the Summative Assessment.

6. Moderation and marking

All teachers use the same version of the mark scheme. During the moderation process it is necessary to check learner sample papers with the marks awarded to ensure there are no deviations from the standardized mark scheme.

SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 1

Review of summative assessment for term 1

Duration of summative assessment - 40minutes
>Listening – 10 minutes
>Reading – 10 minuets
>Writing – 20 minutes
>Speaking task conducted separately.

Total marks -24

The structure of the summative assessment

This sample of Summative Assessment consists of 14 tasks: listening, reading, writing and speaking. Different types of tasks are used in the Summative Assessment for term.

Listening – gap filling task on the topic « Investigate and report on animal world: bats, eagles, bees and dolphins».

Reading – multiple-choice question task on the topic «Making contact».

Writing – writing an essay on the topics «Investigate and report on animal world: bats, eagles, bees and dolphins » and/or «Making contact».

Speaking –making an individual speech on the topic «Investigate and report on animal world: bats, eagles, bees and dolphins» and/or «Making contact».

Tapescript for listening task can be found in CD3 Tapescript 1. Transcript for listening task can be found after the mark scheme.

Characteristic of tasks for summative assessment for term 1

Unit	Strand	Learning objective	*Total number of questions	*Question №	*Type of task	*Task description	Time	Total marks
Making contact

Investigate and report on animal world: bats, eagles, bees and dolphins | Listening | 11.2.3 Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics | 6 | 1 2 3 4 5 6 | Gap filling | Each learner works individually. Learners listen to the recording twice on topic "Investigate and report on animal world: bats, eagles, bees and dolphins", having chance to look through the questions before the recording starts. The task consists of 6 questions. Learners complete the gaps with appropriate word/s or phrases while listening. | 10 minutes | 6 |
| | Reading | 11.4.1 Understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.4.2 Understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics | 6 | 1 2 3 4 5 6 | Multiple-choice question | Each learner works individually. Learners read the text and answer to multiple-choice questions by identifying complex and abstract main points and specific information in the text on topics "Making contact". | 10 minutes | 6 |
| | Writing | 11.5.2 Use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately | 1 | 1 | Open ended task. | Each learner works individually. Learners organise their ideas in well-developed passage providing supported arguments | 20 minutes | 6 |

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		11.5.3 Write with grammatical accuracy on a wide range of general and curricular topics 11.5.5 Develop with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics				linking sentences logically with appropriate transitions. They should write with grammatical accuracy using a variety of topic related vocabulary.		
6	Speaking	11.3.1 Use formal and informal language registers in talk on a range of general and curricular topics, including some unfamiliar topics 11.3.6 Navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics	1	1	Open ended task.	A learner expresses his/her ideas and responses individually on topics: "Making contact", "Investigate and report on animal world: bats, eagles, bees and dolphins". A learner is provided with a card of topic related questions for a talk. He/she guide his/her talk using a variety of familiar and unfamiliar language points.	A learner expresses ideas on presented topics within 2-3 minutes.	6
TOTAL:							**40 minutes** (excluding Speaking)	**24**
Note: * - sections that can be changed								

Sample questions and mark scheme

Tasks for the Summative Assessment for term 1

LISTENING

Task. Listen to the naturalist called Alison Pringle talking about wildlife. For questions 1-6, complete the sentences with a word or short phrase.
Write **NO MORE THAN FOUR WORDS** for each answer.
You will listen to the recording twice. *CD3. Tapescript 1.*

Example: Alison mentions that one in <u>two million</u> lobsters is blue.

1. Predators understand the danger of the blue poison dart frog by its _____ [1]
2. Blue poison dart frogs are poisonous because of their _____ [1]
3. The blue –tongued reptile reveals its tongue when it's _____ [1]
4. The speaker explains that blue whales are actually _____. [1]
5. The speaker says that blue _____ mammals do not exist. [1]
6. The speaker points out that blue damselflies live near _____ in the UK. [1]

Total [6]

READING

Task. Read the text and complete the tasks below.

Anthony Coleman is a travel writer for the magazine The Four Corners of the Earth and travels the globe to inform and entertain his readers

My job as a travel writer requires me to share 'authentic' travel experiences with my readers. When I first started writing, I took part in activities where I could 'study' the locals and understand their culture. My goal was to immerse myself in international cultural experiences. Therefore, I rushed from Polynesian fire dances during Hawaiian *Luau* celebrations to Greek *syrtaki* nights with loud bouzouki music. I enjoyed riding South American llamas up rocky hillsides, staying in luxurious bungalows on stilts above Bora Bora's turquoise lagoons and taking part in expensive Japanese tea ceremonies served by women wearing beautiful kimonos.

These experiences felt 'authentic' until my editor called to complain. 'You write well but you're not capturing the real mood of the places you visit,' he said. 'Don't search for traditional stereotypes. Start writing about places and people as they really are, rather than what you think they should be like,' he added. These days, I avoid **cultural zoos** where tourists pay good money to get taste of traditional customs that are recreated for their benefit. It's common to find snap-happy tourists watching a country's traditional dance at some luxurious resort instead of its original setting. Where is the authenticity?

I realised that the more you look for authenticity, the less likely you are to find it. An authentic travel experience hides in simple, everyday moments. It sweeps you through busy Istiklal Street in the Beyoglou district as you become one with the lively crowd of Istanbul. It bursts out of a café in

Samoa cookie frappuccinos. Meanwhile, an elderly man sips his traditional watermelon drink, *vaimeleni*, on a porch across the road. Before you know it, you are drinking *vaimeleni* with him and are taking selfies to post on Instagram. You know it is an authentic moment because it feels meaningful and isn't staged.

You can only appreciate these 'authentic' moments when you leave your comfort zone. Instead of staying at a luxurious resort, choose a student dormitory or a home stay where the facilities may leave a lot to be desired, but where you can experience life on the inside and learn the language. Avoid tourist bubbles such as air-conditioned sightseeing coaches, and squeeze onto the brightly coloured 'Chicken Buses' of Central America that take you from village to village.

1. Decide which of the following titles is the most suitable. [1]
   a. How to have an authentic travel experience
   b. The most authentic travel experience ever
   c. Why a travel writer has to have authentic travel experiences
   a. Authentic travel is when a person experiences comfort zone

2. What is the writer's purpose in the first paragraph? [1]
   b. to point out what qualifications a travel writer must have
   c. to emphasise how good he is at his job
   d. to explain how tiring being a travel writer can be
   e. to define what the job of a travel writer involves

3. Why did the editor disapprove of the writer's choices? [1]
   a. He was making the places sound too beautiful.
   b. He described stereotypes rather than reality.
   c. His style of travel writing wasn't what it should be.
   d. He was paying too much money for his experiences.

4. What are '**<u>cultural zoos</u>**'? [1]

   a. places where cultural activities are reproduced for tourists at a cost
   b. museums, ancient sites and other cultural places to visit
   c. places that offer culture from around the world
   d. places where tourists can by cultural items

5. What is authenticity? [1]
   a. involvement into every instant of a visited country
   b. identification the sphere of the country
   c. knowledge of the travelling route
   d. practice of communication

6. According to the writer, which of the following IS NOT an 'authentic' moment? [1]
   a. taking a selfie with an elderly Samoan who offered you a drink
   b. travelling on a village bus
   c. joining crowds at famous tourist attractions
   d. hanging out at places with local teenagers

Total [6]

WRITING

Task. Choose one topic and discuss it in written form.

Topic 1: Some countries are very popular among a wide range of people while there are countries that people want to visit less. What makes any country be attractive for tourists? Express your opinion.

Topic 2:
Some people think that zoo is the best way to protect animals while others suggest other ways of defending them. What is the best way to protect animals? Express your opinion.

Total [6]

SPEAKING

Task. Present a talk answering the questions in the card.

Card 1
Do you like animals? Why?
What's your favorite animal? Why?
Are people in your country fond of animals?
What kinds of animals as a pet do the people have in your country?

Card 2
Do you have a pet? What is it?
What are the most popular pets in your country?
What animal do you think makes the best pet? Why?
What are the pros and cons of keeping a pet?

Card 3
Why do people have pets? / Why do people keep pets?
Is it popular in your country to have a pet (pets)?
What can children learn by having a pet?
Why do some people not like pets?

Card 4
Do you consider yourself an animal lover? Why/Why not?
What can people learn from animals?
Do you think it is a good pattern in general to judge people by their attitude toward animals? Explain why.
How do you feel about the use of animals for medical research?

Card 5
What is culture shock?
Have you ever experienced culture shock?
Have you ever felt confused by the actions of someone from another culture? If so, tell about it.
What has surprised you when you've met people from other countries?

Card 6

What do you think is interesting about your own culture?
What do you like most about your own culture?
What do you like least about your culture?
If you could change one thing about your culture, what would it be?

Card 7

What is the best/most important thing your culture has?
What is the best/most important thing your culture/country has adopted from another culture?
What is considered rude in your culture?
What are the five most important values of your culture? (For example, Family)

Card 8

What is your favorite city? Why?
What makes any city be attractive?
What are some cosmopolitan cities around the world?
What is a special place of your city? Why?

Card 9

Can you describe the city you live in?
How would you describe the architecture of your city?
What aspects of life in the city would you complain about?
What do you think should be done to improve living condition in cities?

Total [6]
Total marks_ /24

Mark scheme
Listening and Reading

Question №	Answer	Mark	Additional information
Listening			
1	colour/color	1	
2	diet (of particular insects)	1	
3	threatened	1	
4	greyish (in colour)	1	
5	land	1	
6	rivers and lakes	1	
Reading			
1	a	1	
2	d	1	
3	b	1	
4	a	1	
5	a	1	
6	c	1	
Total marks		**12**	

Mark scheme
Writing and Speaking

CRITERIA FOR MARKING WRITING

Give a mark out of 6 for each criterion (content, organisation, vocabulary, grammar and punctuation) and then calculate a mean to give an overall total out of 6. All fractional marks should be rounded up to the closest whole mark.

Mark / Criterion	Content (relevance and development of ideas)	Organization (cohesion, paragraphing, and format)	Vocabulary (style and accuracy)	Grammar (style and accuracy) and Punctuation (accuracy)
6	•All content is relevant to the task. •The register completely corresponds to the requirements of the task; consistent and intentional misuse of register* may indicate a writer's personal style. •All content points are fully addressed and developed in a balanced way. *Such misuse of register should not harm the format of writing.	•Uses a wide range of advanced connectors accurately; referencing is mostly clear. •Uses paragraphs to separate ideas; all paragraphs revolve around one idea or a set of like ideas; the size of each paragraph allows for a proper and balanced development of ideas. •The format is appropriate	•Uses a range of advanced vocabulary appropriately; uses less common lexical items with occasional inappropriacies. •Has good control of word formation; may make occasional errors in producing less common word forms. •Spells common vocabulary items correctly; very few (one or two) occasional spelling mistakes may be present. •May occasionally misspell less common lexical items. •Errors in word choice and/or spelling do not distort meaning.	•Writes simple and compound sentence forms correctly and demonstrates variety in length and complexity. •Uses complex sentences accurately, including punctuation. •Rare errors in grammar and/or punctuation
5	•All content is relevant to the task; insignificant content omissions may be present. •The register on the whole corresponds to the requirements of the task; occasional and inconsistent misuse of register may be present. •Most content points are	•Uses a range of basic connectors accurately and attempts to use more advanced connectors, but not always accurately, and referencing, but not always clearly or appropriately. •Uses paragraphs to separate ideas; most paragraphs revolve	•Uses a range of everyday vocabulary appropriately; uses less common lexical items, but may make frequent errors. •Has good control of word formation; may make errors in producing less common word forms. •Spells common vocabulary	•Writes simple and compound sentence forms correctly, but does not demonstrate variety in length. •Occasional errors in grammar and/or punctuation do not distort meaning.

	addressed, but their development may be slightly imbalanced.	around one idea or a set of like ideas; the size of each paragraph may reflect imbalanced development of ideas. •The format is appropriate.	items correctly; few (no more than five) occasional spelling mistakes may be present. •May often misspell less common lexical items. •Errors in word choice and/or spelling do not distort meaning.	
4	•Most content is relevant to the task; insignificant content omissions may be present. •The register on the whole corresponds to the requirements of the task. •Most content points are addressed, but some content points may be more fully covered than others.	•Uses a range of basic connectors accurately. •Uses paragraphs to separate ideas, but tends to misuse paragraphing (a script is a set of very short paragraphs **or** some paragraphs may be much longer than other ones for no apparent reason). •The format is generally appropriate.	•Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexical items. •Has good control of word formation; can produce common word forms correctly. •May make infrequent errors in spelling more difficult words. •Errors in word choice and/or spelling rarely distort meaning.	•Writes simple and some compound sentence forms correctly. •While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted.
3	•Some content is relevant to the task; significant content omissions may be present. •The register barely corresponds to the requirements of the task. •Only some content points, which are minimally addressed.	•Uses some basic connectors, but these may be inaccurate or repetitive. •Writes in paragraphs, but may not use them to separate ideas (a script may have random breaks between paragraphs). •The format may be inappropriate in places.	•Uses basic vocabulary reasonably appropriately. •Has some control of word formation; can produce some common word forms correctly. •Makes frequent errors in spelling more difficult words, but simple words are spelled correctly. •Errors in word choice and/or spelling distort meaning at times.	•Writes simple sentence forms mostly correctly. •Errors in grammar and/or punctuation may distort meaning at times.
2	•Severe irrelevances and misinterpretations of the task may be present. •Only few content points,	•May use a very limited range of basic cohesive devices, and those used may not indicate a logical relationship between	•Uses an extremely limited range of vocabulary. •Has very limited control of word formation; can produce a	•Writes some simple sentence forms correctly. •Frequent errors in grammar and/ or punctuation distort

			few common word forms correctly. •Makes many errors in spelling, including a range of simple words. •Errors in word choice and/or spelling distort meaning.	meaning.
	which are minimally addressed.	ideas. •Attempts to write in paragraphs, but their use may be confusing (may start every sentence with a new line). •The format may be inappropriate.		
1	•Attempts the task, but it is largely misinterpreted and the response is barely relevant to the task.	•Links are missing or incorrect. •Does not write in paragraphs at all (a script is a block of text). •The format is not appropriate.	•Can only use a few isolated words and/or memorized phrases. •Has essentially no control of word formation; can barely produce any word forms. •Displays few examples of conventional spelling.	•No evidence of sentence forms.
0	• Does not attempt the task in any way. OR • The response is completely irrelevant to the task. OR • There is too little language to assess. OR • Content is completely incomprehensible due to extremely poor handwriting: very few words are distinguishable, so there is a lack of context to verify meaning.			

CRITERIA FOR MARKING SPEAKING

Give a mark out of 6 for each criterion and then calculate a mean to give an overall total out of 6.

Mark / Criterion	Development and Fluency	Language
6	•Produces stretches of language in a register which is appropriate to the situation provided in the task and may opt to vary register to enhance meaning. •Shows sustained ability to maintain a conversation and to make relevant contributions at some length. •Produces extended stretches of language despite some hesitation. •Can respond to change in direction of the conversation. •Pronunciation is intelligible. •Intonation is appropriate.	•Produces error-free simple sentences. •Uses complex grammatical forms, but may make errors, which rarely cause comprehension problems. •Uses a range of appropriate vocabulary to give and exchange views on a growing range of general and curricular topics.
5	•Produces stretches of language in a register which is appropriate to the situation provided in the task. •Responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation. •Produces mostly extended stretches of language despite some hesitation, although instances of using short phrases may be present. •Can generally respond to change in direction of the conversation. •Pronunciation is generally intelligible. •Intonation is generally appropriate.	•Produces error-free simple sentences. •Uses a range of appropriate vocabulary when talking about a range of general and curricular topics. •Occasional mistakes do not cause comprehension problems.
4	•Produces stretches of language in a register which is generally appropriate to the situation provided in the task. •Attempts to respond to questions and prompts. •Produces responses which are extended beyond short phrases, despite hesitation. •Effort will need to be made to develop the conversation; only partial success will be achieved. •Pronunciation is mostly intelligible.	•Frequently produces error-free simple sentences. •Uses appropriate vocabulary to talk about a limited range of general and curricular topics. •Errors may cause comprehension problems.

	•May not follow English intonation patterns at times.	
3	•Produces stretches of language without awareness of register. •Responses tend to be brief and are characterized by frequent, hesitation. •Has to be encouraged to go beyond short responses and struggles to develop a conversation. •There is a lack of intelligibility of pronunciation, but it is unlikely to impede communication. •May not follow English intonation patterns frequently.	•Produces basic sentence forms and some correct simple sentences. •Uses a limited range of appropriate vocabulary to talk about a limited range of general topics. •Errors are frequent and may lead to misunderstanding.
2	•Responses are so brief that little is communicated. •Barely engages in a conversation. •Pronunciation may cause some communication difficulty. •Does not follow English intonation patterns.	•Attempts basic sentence forms, but with limited success. OR •Heavily relies on apparently memorized utterances. •Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics. •Makes numerous errors except in memorized expressions.
1	•No communication possible. •Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.	•Cannot produce basic sentence forms. •Can only produce isolated words and phrases or memorized utterances.
0	•No attempt at the response. OR •No rate able language.	

Recently, someone asked me: 'Why are there so few blue animals?' I gave a few examples of blue animals, but the truth is I was curious myself about the fact that blue is quite rare in the animal kingdom. So, today I'm going to talk to you about the colour blue in wildlife.

A good place to start is under the sea. To a scuba diver, most fish seem to be blue, swimming around in a blue world. That is until they shine a dive light on them, and see the multitude of colours they have.

For some animals, blue is used to warn off predators. Deep in the Amazon Jungle lives a small frog which is a brilliant blue colour. It is called the blue position dart frog, and it is one of the most poisonous frogs in the world. One look at the blue poison dart frog's colour, and any predator knows that this little fellow is not to be messed with. Some blue poison dart frogs produce enough poison to kill twenty humans. An interesting fact is that they aren't born poisonous, but they become toxic from their diet of particular insects. There is a reptile in Australia that uses blue in a similar way. When it is threatened, it opens its mouth to reveal a bright blue tongue.

When it comes to mammals, there are very few examples. Perhaps the most famous is the blue whale. Now, the blue whale is the largest animal that has ever existed on the planet but, although its name suggests otherwise, it is actually greyish in colour rather than blue. Some breeds of cats are claimed to be blue but in actual fact they are grey too. The reason why there are no blue land mammals is because land mammals are hairy. Land mammals have black, brown, yellow or reddish hair.

Lastly, let's move on to insects and to one of my favourite blue creatures. There is a butterfly which lives in Central and South America called Menelaus Blue Morpho. It is a large butterfly with a wingspan of 15 cm, and although the female is brown in colour, the male is an unforgettable shade of blue. Then, of course, there's the common blue damselfly, which you've probably all seen near rivers and lakes all across the UK. There are 2,600 damselfly species and although they are frequently confused with dragonflies, there are many differences between them.

Resources

Listening: Retrieved from H.Q. Mitchell-Marileni Malkogianni., Pioneer., Student's book level B2., MM Publications., 2015

Reading: Retrieved from H.Q. Mitchell-Marileni Malkogianni., Pioneer., Student's book level B2., MM Publications., 2015

SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 2

Review of summative assessment for term2

Duration of summative assessment - 40minutes

Listening – 10 minutes
Reading – 10 minuets
Writing – 20 minutes
Speaking task conducted separately.

Total marks - 24

The structure of summative assessment

This sample of Summative Assessment consists of 14 tasks: listening, reading, writing and speaking. Different types of tasks are used in the Summative Assessment for term.

Listening – open-ended questions and matching tasks on the topic «Interviews and instructions».

Reading – multiple-choice question task on the topic «Investigate and report on timekeeping devices /Science video».

Writing – writing an article on the topic «Interviews and instructions» and/ortopic «Investigate and report on timekeeping devices /Science video».

Speaking –making an individual speech on the topic «Interviews and instructions» and/or topic «Investigate and report on timekeeping devices /Science video».

Tapescript for listening task can be found in CD3 Tapescript 2. Transcript for listening task can be found after the mark scheme.

Characteristic of tasks for summative assessment for term 2

Unit	Strand	Learning objective	*Total number of questions	*Question №	*Type of task	*Task description	Time	Total marks
Interviews and instructions Investigate and report on timekeeping devices/Science video	Listening	11.2.1 Understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.2.4 Understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics	6	1 2 3 4 5 6	Open ended questions Matching	Each learner works individually. Learners listen to the conversation twice on topics having chance to look through the questions before the recording starts. The task consists of two types of questions: questions 1-2 require open ended answers; questions 3-6 require matching and open ended answers to prove the choice.	10 minutes	6
	Reading	11.4.3 Skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics 11.4.7 Recognize patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics	6	1 2 3 4 5 6	Multiple-choice question	Each learner works individually. Learners read the text and complete the task. This task consists of 6questions. Questions 1-3 require answers in identifying paragraphs (A-E) for given information. In questions 4-6 learners should recognise appropriate sentence taken from the text.	10 minutes	6

	Writing	11.5.4 Use style and register to achieve an appropriate degree of formality in a wide variety of written genres on general and curricular topics 11.5.7 Use independently appropriate layout at text level on a wide range of general and curricular topics	1	1	Open ended task	Each learner works individually. Learner should write an article using background knowledge and experiences. They should give full answers to the questions.	20 minutes	6
	Speaking	11.3.5 Interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics 11.3.7 Use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics	1	1	Open ended task	Learners work in pairs organizing a talk based on the questions provided in the given cards. Learners take turns in asking and answering the questions, explaining and justifying own viewpoints. The questions can be based on topics "Interviews and instructions", "Investigate and report on timekeeping devices/Science video." Learners use topic related lexics.	Each pair talks for 3-4 minutes.	6
TOTAL:							**40 minutes** (excluding Speaking)	**24**
Note: * - sections that can be changed								

Sample questions and mark scheme
Tasks for Summative Assessment for term 2

LISTENING

Task. Listen to different job applicants answering the same interview questions and complete the tasks below.*CD3. Tapescript 2.*

1. What does Mr. Higgins mean when he uses word badly?

[1]

2. What does the phrase calculated risks mean used in the content of the interview?

[1]

Task. Which applicant do you think gives the better answer to each question and why? Put tick opposite the name of the applicant who presents better answer and explain why their answers are better.

#	Question	Mr. Higgins	Miss Smith
3	Why should we employ you? [1]	_____ _____	_____ _____
4	Are you willing to take calculated risks? [1]	_____ _____	_____ _____
5	Which of the jobs you have held do you like least? [1]	_____ _____	_____ _____
6	In what areas do you feel that your last boss could have done a better job? [1]	_____ _____	_____ _____

Total [6]

READING

Task. Read the passage.
Part 1. Which paragraph contains the following information?

1. a description of an early timekeeping invention affected by cold temperatures _____ [1]
2. an explanation of the importance of geography in the development of the calendar in farming communities _____ [1]
3. details of the simultaneous efforts of different societies to calculate time using uniform hours _____ [1]

A Chronicle of Timekeeping

A

According to archaeological evidence, at least 5,000 years ago, and long before the advent of the Roman Empire, the Babylonians began to measure time, introducing calendars to co-ordinate communal activities, to plan the shipment of goods and, in particular, to regulate planting and harvesting. They based their calendars on three natural cycles: the solar day, marked by the successive periods of light and darkness as the earth rotates on its axis; the lunar month, following the phases of the moon as it orbits the earth; and the solar year, defined by the changing seasons that accompany our planet's revolution around the sun.

B

Before the invention of artificial light, the moon had greater social impact. And, for those living near the equator in particular, its waxing and waning was more conspicuous than the passing of the seasons. **4** _____. In more northern climes, however, where seasonal agriculture was practised, the solar year became more crucial. As the Roman Empire expanded northward, it organised its activity chart for the most part around the solar year.

C

In order to track temporal hours during the day, inventors created sundials, which indicate time by the length or direction of the sun's shadow. The sundial's counterpart, the water clock, was designed to measure temporal hours at night.**5**_____. The falling water level denoted the passing hour as it dipped below hour lines inscribed on the inner surface. Although these devices performed satisfactorily around the Mediterranean, they could not always be depended on in the cloudy and often freezing weather of northern Europe.

D

The advent of the mechanical clock meant that although it could be adjusted to maintain temporal hours, it was naturally suited to keeping equal ones. **6**_____. The schemes that divided the day into 24 equal parts varied according to the start of the count: Italian hours began at sunset, Babylonian hours at sunrise, astronomical hours at midday and 'great clock' hours, used for some large public clocks in Germany, at midnight. Eventually these were superseded by 'small clock', or French, hours, which split the day into two 12-hour periods commencing at midnight.

Part 2. Three sentences have been removed from the article. Choose from the sentences A-D the one which fits each gap (4-6). There are two extra sentences which you do not need to use.

A. Hence, the calendars that were developed at the lower latitudes were influenced more by the lunar cycle than by the solar year.
B. One of the first water clocks was a basin with a small hole near the bottom through which the water dripped out.
C. With these, however, arose the question of when to begin counting, and so, in the early 14th century, a number of systems evolved.
D. The motion of a pendulum rocks this device so that it catches and then releases each tooth of the escape wheel, in turn allowing it to turn a precise amount.
E. The revolutionary aspect of this new timekeeper was neither the descending weight that provided its motive force nor the gear wheels (which had been around for at least 1,300 years) that transferred the power; It was the part called the escapement.

    4. _____ [1] **5.** _____ [1] **6.** _____ [1]

<div align="right">

Total [6]

</div>

WRITING

Task. Choose ONE of the topics and write

Topic 1. Write an article about the importance of job interviews.
In your article:
- Explain why employers do interviews
- Clarify why interviews are important
- Describe negative sides of interviews

Topic 2. Write an article about the importance of reading instructions.
In your article:
- Explain why and how following instructions is important
- Say what negative outcomes can occur when ignoring instructions
- Cite what people say about instructions as a key to success

Total [6]

SPEAKING

Task. You will work in pairs. Discuss the questions provided in the cardsduring3-4 minutes.

Card 1
- What are instructions?
- Why should people follow instructions?
- What are the main features of good instructions?

Card 2
- Most employers do job interviews before offering a position to a person. Do you think this is the best way to learn more about a person, or are there any better alternatives?
- What is the best method of choosing employees in your opinion?

Card 3
- What makes a good interview?
- What advice would you give to an interviewee about appearance and body language?
- What else can an interviewee do in order to make the best possible impression on the interviewer?

Card 4
- Do you think you have a good memory?
- What techniques do you consider to be effective when a person has to remember something?
- Do you believe that a person's memory deteriorates with age?

Card 5
- What impact has clock had on society?
- To what extent are you a good timekeeper?
- What do you think of punctuality?

Card 6
- What was life like before timekeeping?
- What is the importance of timekeeping?
- What would happen to a society if all the clocks and timekeeping devices stopped working?

Total [6]
Total marks _/24

Mark scheme
Listening and Reading

Question №	Answer	Mark	Additional information
		Listening	
1	He needs this job very much. seriously/by all means	1	Students can express it in their own words
2	Risks people are aware of. intended/ marked by will/have in mind	1	
3	Miss Smith	1	presents specific information (good team player, can take instructions etc)
4	Mr. Higgins	1	explains why risks are necessary
5	Mr. Higgins	1	answers positively identifying both sides (negative and positive)
6	Mr. Higgins	1	answers positively highlighting only positive sides of the boss
		Reading	
1	C	1	
2	B	1	
3	D	1	
4	A	1	
5	B	1	
6	C	1	
Total marks		**12**	

CRITERIA FOR MARKING WRITING
Give a mark out of 6 for each criterion (content, organisation, vocabulary, grammar and punctuation) and then calculate a mean to give an overall total out of 6. All fractional marks should be rounded up to the closest whole mark.

Mark / Criterion	Content (relevance and development of ideas)	Organization (cohesion, paragraphing, and format)	Vocabulary (style and accuracy)	Grammar (style and accuracy) and Punctuation (accuracy)
6	•All content is relevant to the task. •The register completely corresponds to the requirements of the task; consistent and intentional misuse of register* may indicate a writer's personal style. •All content points are fully addressed and developed in a balanced way. *Such misuse of register should not harm the format of writing.	•Uses a wide range of advanced connectors accurately; referencing is mostly clear. •Uses paragraphs to separate ideas; all paragraphs revolve around one idea or a set of like ideas; the size of each paragraph allows for a proper and balanced development of ideas. •The format is appropriate	•Uses a range of advanced vocabulary appropriately; uses less common lexical items with occasional inappropriacies. •Has good control of word formation; may make occasional errors in producing less common word forms. •Spells common vocabulary items correctly; very few (one or two) occasional spelling mistakes may be present. •May occasionally misspell less common lexical items. •Errors in word choice and/or spelling do not distort meaning.	•Writes simple and compound sentence forms correctly and demonstrates variety in length and complexity. •Uses complex sentences accurately, including punctuation. •Rare errors in grammar and/or punctuation
5	•All content is relevant to the task; insignificant content omissions may be present. •The register on the whole corresponds to the requirements of the task; occasional and inconsistent misuse of register may be present. •Most content points are	•Uses a range of basic connectors accurately and attempts to use more advanced connectors, but not always accurately, and referencing, but not always clearly or appropriately. •Uses paragraphs to separate ideas; most paragraphs revolve	•Uses a range of everyday vocabulary appropriately; uses less common lexical items, but may make frequent errors. •Has good control of word formation; may make errors in producing less common word forms. •Spells common vocabulary	•Writes simple and compound sentence forms correctly, but does not demonstrate variety in length. •Occasional errors in grammar and/or punctuation do not distort meaning.

	addressed, but their development may be slightly imbalanced.	around one idea or a set of like ideas; the size of each paragraph may reflect imbalanced development of ideas. •The format is appropriate.	items correctly; few (no more than five) occasional spelling mistakes may be present. •May often misspell less common lexical items. •Errors in word choice and/or spelling do not distort meaning.	
4	•Most content is relevant to the task; insignificant content omissions may be present. •The register on the whole corresponds to the requirements of the task. •Most content points are addressed, but some content points may be more fully covered than others.	•Uses a range of basic connectors accurately. •Uses paragraphs to separate ideas, but tends to misuse paragraphing (a script is a set of very short paragraphs **or** some paragraphs may be much longer than other ones for no apparent reason). •The format is generally appropriate.	•Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexical items. •Has good control of word formation; can produce common word forms correctly. •May make infrequent errors in spelling more difficult words. •Errors in word choice and/or spelling rarely distort meaning.	•Writes simple and some compound sentence forms correctly. •While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted.
3	•Some content is relevant to the task; significant content omissions may be present. •The register barely corresponds to the requirements of the task. •Only some content points, which are minimally addressed.	•Uses some basic connectors, but these may be inaccurate or repetitive. •Writes in paragraphs, but may not use them to separate ideas (a script may have random breaks between paragraphs). •The format may be inappropriate in places.	•Uses basic vocabulary reasonably appropriately. •Has some control of word formation; can produce some common word forms correctly. •Makes frequent errors in spelling more difficult words, but simple words are spelled correctly. •Errors in word choice and/or spelling distort meaning at times.	•Writes simple sentence forms mostly correctly. •Errors in grammar and/or punctuation may distort meaning at times.
2	•Severe irrelevances and misinterpretations of the task may be present. •Only few content points,	•May use a very limited range of basic cohesive devices, and those used may not indicate a logical relationship between	•Uses an extremely limited range of vocabulary. •Has very limited control of word formation; can produce a	•Writes some simple sentence forms correctly. •Frequent errors in grammar and/ or punctuation distort

	which are minimally addressed.	ideas. •Attempts to write in paragraphs, but their use may be confusing (may start every sentence with a new line). •The format may be inappropriate.	few common word forms correctly. •Makes many errors in spelling, including a range of simple words. •Errors in word choice and/or spelling distort meaning.	meaning.
1	•Attempts the task, but it is largely misinterpreted and the response is barely relevant to the task.	•Links are missing or incorrect. •Does not write in paragraphs at all (a script is a block of text). •The format is not appropriate.	•Can only use a few isolated words and/or memorized phrases. •Has essentially no control of word formation; can barely produce any word forms. •Displays few examples of conventional spelling.	•No evidence of sentence forms.
0	• Does not attempt the task in any way. OR • The response is completely irrelevant to the task. OR 16 • There is too little language to assess. OR • Content is completely incomprehensible due to extremely poor handwriting: very few words are distinguishable, so there is a lack of context to verify meaning.			

CRITERIA FOR MARKING SPEAKING

Give a mark out of 6 for each criterion and then calculate a mean to give an overall total out of 6.

Mark / Criterion	Development and Fluency	Language
6	•Produces stretches of language in a register which is appropriate to the situation provided in the task and may opt to vary register to enhance meaning. •Shows sustained ability to maintain a conversation and to make relevant contributions at some length. •Produces extended stretches of language despite some hesitation. •Can respond to change in direction of the conversation. •Pronunciation is intelligible. •Intonation is appropriate.	•Produces error-free simple sentences. •Uses complex grammatical forms, but may make errors, which rarely cause comprehension problems. •Uses a range of appropriate vocabulary to give and exchange views on a growing range of general and curricular topics.
5	•Produces stretches of language in a register which is appropriate to the situation provided in the task. •Responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation. •Produces mostly extended stretches of language despite some hesitation, although instances of using short phrases may be present. •Can generally respond to change in direction of the conversation. •Pronunciation is generally intelligible. •Intonation is generally appropriate.	•Produces error-free simple sentences. •Uses a range of appropriate vocabulary when talking about a range of general and curricular topics. •Occasional mistakes do not cause comprehension problems.
4	•Produces stretches of language in a register which is generally appropriate to the situation provided in the task. •Attempts to respond to questions and prompts. •Produces responses which are extended beyond short phrases, despite hesitation. •Effort will need to be made to develop the conversation; only partial success will be achieved. •Pronunciation is mostly intelligible.	•Frequently produces error-free simple sentences. •Uses appropriate vocabulary to talk about a limited range of general and curricular topics. •Errors may cause comprehension problems.

	•May not follow English intonation patterns at times.	
3	•Produces stretches of language without awareness of register. •Responses tend to be brief and are characterized by frequent, hesitation. •Has to be encouraged to go beyond short responses and struggles to develop a conversation. •There is a lack of intelligibility of pronunciation, but it is unlikely to impede communication. •May not follow English intonation patterns frequently.	•Produces basic sentence forms and some correct simple sentences. •Uses a limited range of appropriate vocabulary to talk about a limited range of general topics. •Errors are frequent and may lead to misunderstanding.
2	•Responses are so brief that little is communicated. •Barely engages in a conversation. •Pronunciation may cause some communication difficulty. •Does not follow English intonation patterns.	•Attempts basic sentence forms, but with limited success. OR •Heavily relies on apparently memorized utterances. •Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics. •Makes numerous errors except in memorized expressions.
1	•No communication possible. •Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.	•Cannot produce basic sentence forms. •Can only produce isolated words and phrases or memorized utterances.
0	•No attempt at the response. OR •No rate able language.	

Interviewer: Why should we employ you, Mr. Higgins?

Mr. Higgins: You won't find anyone better suited to this job than I am. I've usually made a great success of any jobs that I have taken on. And I badly need this job because my wife is expecting and I've been out of work for *six months* now.

Mr. Higgins is unemployed for _____ _____ now.

Interviewer: Why should we employ you, Miss Smith?

Miss Smith: As we have been discussing, I have the experience and qualifications that you ask for in your advertisement for the post. I'm a good team player. I can take the instructions and I have the desire to make a thorough success of this job.

Interviewer: Are you willing to take calculated risks, Mr. Higgins?

Mr. Higgins: Oh yes, most certainly. Life is risk. All business involves risk and you can't win anything if you don't take risks.

Interviewer: And, are you willing to take calculated risks, Miss Smith?

Mr. Higgins: Oh yes, most certainly. Life is risk. All business involves risk and you can't win anything if you don't take risks.

Interviewer: And, are you willing to take calculated risks, Miss Smith?

Miss Smith: I wonder if you could define calculated risks for me? Perhaps you could give me an example of the sort of risk that you have in mind and the stakes that are involved?

Interviewer: Which of the jobs you have held have you liked least, Mr. Higgins?

Mr. Higgins: All my jobs had their good and bad points, but I've always found that if you want to learn, there is plenty to be picked up along the way. Each experience was valuable. In my first job, I had, of course, to do a lot of very straightforward, routine jobs but I used the spare time and energy I had to learn as much as I could about office procedures, which has I think stood me in very good stead in later jobs.

Interviewer: And which of the jobs you have held have you liked least, Miss Smith?

Miss Smith: I suppose the job I last held was the worst. The people I was working with very backbiting and unpleasant and management were pretty inefficient. The job was also not nearly challenging enough for me at this stage in my career, which is why I decided it was time to move on.

Interviewer: Now, Mr. Higgins, in what areas do you feel that your last boss could have done a better job?

Mr. Higgins: Oh, I've always had the highest respect for my last boss. He has taught me so much that I don't think he really could have done a better job. He's really brought me to the point where I'm ready for greater challenges which is why I'm here now.

Interviewer: Now, Miss Smith, in what areas do you feel that your last boss could have done a better job?

Miss Smith: It's hard to know where to begin. He's lazy. He is inconsistent in his judgments and he is very poor at motivating people and at delegating work. It is hard for me to see how he ever got to a management position being as incompetent as he is.

Resources

Listening: Retrieved from F. O'Dell., A. Broadhead., Objective CAE., student's book Cambridge University Press., 2008

Reading: Retrieved from L. Harrisson., C. Cushen., S. Hutchison., Achieve Ielts., National geographic   Learning.,   2013

SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 3

Review of summative assessment for term 3

Duration of the summative assessment - 40minutes
> Listening – 10 minutes
> Reading – 10 minuets
> Writing – 20 minutes
> Speaking task is conducted separately.

Total marks- 24

The structure of the summative assessment

This sample of Summative Assessment consists of 14 tasks: listening, reading, writing and speaking. Different types of tasks are used in the Summative Assessment for the term.

Listening – gap filling and open-ended questions tasks on the topic «Social change and further study».

Reading – matching and True/False/Not Given tasks on the topic «Work and invention».

Writing – writing an essay on the topic «Social change and further study», «Work and invention» and/or «Reading for Pleasure».

Speaking –making an individual speech on the topic «Social change and further study», «Work and invention» and/or «Reading for Pleasure».

Tapescript for listening task can be found in CD3 Tapescript 3. Transcript for listening task can be found after the mark scheme.

Characteristic of tasks for summative assessment for term 3

Unit	Strand	Learning objective	*Total number of questions	*Question №	*Type of task	*Task description	Time	Total marks
Social change and further study Reading for Pleasure	Listening	11.2.2 Understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics	6	1 2 3 4 5 6	Gap filling Open-ended question	Each learner works individually. Learners listen to the recording twice on topics 'Work and inventions', 'Social change and further study' having chance to look through the questions before the recording start. The task consists of 2 types of questions. 1-4 questions require filling the gaps with appropriate words/ phrases. Questions 5-6 require open-ended answers in a sentence.	10 minutes	6
	Reading	11.4.1 Understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.4.9 Recognize inconsistencies in argument in extended texts on a range of more complex and abstract general and curricular topics	6	1 2 3 4 5 6	Matching True\ False\Not Given	Each learner works individually. Learners read the text and complete the task. The task consists of 2 types of questions: 1-2 questions require learners to choose appropriate headings from five alternatives a-e. 3-6 questions require learners to find inconsistencies in statements and mark them False, True, Not Given.	10 minutes	6

	Writing	11.5.2 Use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately 11.5.6 Write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics	1	1	Open ended task	Each learner works individually. Learners write an essay presenting reasons for the answer including any relevant examples from own knowledge of experience and linking paragraphs into coherent text.	20 minutes	6
	Speaking	11.3.3 Explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics 11.3.7 Use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics 11.6.14 Use a growing variety of more complex prepositional phrases including those relating to concession and respect; use a variety of multi-word verbs of different syntactic types on a wide range of general and curricular topics	1	1	Open ended task	Learners work individually. They will be provided with a card with set of questions. A learner has 1 minute to prepare the talk and 2 minutes to speak on the topic. The given questions are focused on the topics 'Work and inventions', 'Social change and further study'.	Each learner talks 2 minutes	6
TOTAL:							**40 minutes** (excluding Speaking)	**24**

Note: *-sections that can be changed

LISTENING

Task. Listen to a talk about refugees and complete the sentences with appropriate word(s) or/and number.
Write **NO MORE THAN TWO WORDS OR NUMBER.** *CD3. Tapescript 3.*

1. People become environmental refugees because of climate change and _____. [1]

2. It has been predicted that by 2050, _____ people may have become environmental refugees. [1]
3. Many environmental refugees are forced to cross _____ to find a new home. [1]
4. Environmental refugees may lose members of their family, their homes and belongings, as well as their _____. [1]

Task. Answer the following questions

5. How does the speaker feel about the limited international response? [1]
   _____

6. What does the speaker think about giving up the use of fossil fuels?
   _____ [1]

Total [6]

READING

Task. Read the text and complete the tasks.

Nanotechnology:
A revolution in production

A
We make nearly everything by tearing things apart. To make paper, trees are planted, chopped down and sent through our mills. This is often called a top-down method of production. But what if we could work from the bottom up? What if paper was constructed atom by atom, the smallest building blocks of life and matter? It is thought that nanotechnology is the way to do this. Nanotechnology is the science of creating objects on a level smaller than 100 nanometres, a scale 50,000 times smaller than a human hair. The aim of nanotechnology is the bottom-up production of virtually any material or object by assembling it one atom at a time.
B
Nanotechnology moved from idea to reality when tools such as the Atomic Force Microscope (AFM) and the Scanning Tunnelling Microscope (STM) were developed by IBM Zurich. These microscopes do more than just let people see small things, they also allow atoms to be manipulated in a vacuum, liquid or gas. Individual atoms and molecules are probed by AFM to create three-dimensional images at the nanoscale level as the microscope is moved across the surface of an object. STMs can etch surfaces and move individual particles. Even more advanced tools for nanoscale growth and nanoparticle assembly are under development.

C

One of the problems in the field of nanotechnology is to develop self-replicating nanomachines or nanobots. Nanobots are miniature robots that work on the scale of atoms and molecules. One of the most anticipated uses of nanotechnology is the creation of medical nanobots. These nanobots will be used to manipulate other molecules, destroy cancer cells or construct nerve tissue atom by atom in order to end paralysis. Although they are made and function on the scale of atoms and molecules, nanobots will be able to work together to produce macroscale results. Precursor devices to nanobots have already been created; some can even walk. However, true nanobots have not yet been created.

D

Some environmentalists are concerned that nanobots may go wrong, leading to unlimited and uncontrolled self-replication. If this takes place, nanobots may destroy our ecosystem. While mankind must be careful to ensure that this does not occur, there is also the possibility that nanobots could form the ultimate environmentally – friendly recycling system. Nanobots may one day convert our mountains of trash and hazardous waste into useful products and beneficial materials.

Part 1. Read the passage and choose the most suitable headings for paragraphs A and B.

    a. From theory to practice
    b. Recycling with nanotechnology
    c. Advantages and dangers of nanotechnology
    d. An alternative method of production
    e. Types of nanobots

  1. Paragraph A _____ [1]
  2. Paragraph B _____ [1]

Part 2: Identify whether the statements are True, False or Not Given.

      TRUE if the statement is true according to the passage
      FALSE if the statement is false according to the passage
      NOT GIVEN if the statement is not given in the passage

  3. Bottom-up production is the science of small objects. *True/False/Not Given* [1]

  4. The STM takes pictures of atoms and molecules *True/False/Not Given* [1]

  5. Nanobots will need to communicate with the scientists who *True/False/Not Given* [1]

    control them.

  6. Nanobots could help us with the problems of pollution. *True/False/Not Given* [1]

Total [6]

WRITING
Task. Choose ONE of the topics and write

Topic 1. Modern technologies today are transforming the way people work and the way companies do business. Workers and businessmen in particular, in all areas of life need to be able to use these technologies. To what extent do you agree or disagree with this statement?
Give reasons for your answer and include any relevant examples from your own knowledge of experience.

Topic 2. Some developed countries now have unemployment problems. Why do people still want to immigrate to these countries?
Give reasons for your answer and include any relevant examples from your own knowledge of experience.

Total [6]

SPEAKING
Task. Choose the topic card and prepare 2 minutes talk on the questions, using more complex prepositional phrases

Card 1
- What are advantages and disadvantages of being an employee in a large company and running your own business?
- If you could run any business of your own, what would it be and why?

Card 2
- What inventions are considered to be the best and most useful? Why?
- Are there some things that never should have been invented? Why?

Card 3
- What famous inventors do you know and who do you admire most? Why?
- Can you name some inventions are you looking forward to? Why?

Card 4
- To what extent do you agree that invention of television is a useful invention? Why? Why not?
- How did the invention of television change people's life?

Card 5
- What major social changes have happened in Kazakhstan since its independence?
- What major social changes have taken place around the world?

Card 6
- What do you think is the most serious problem in the world? Why do you think so?
- What can we do as individuals to solve this problem?

Total [6]
Total marks _/24

Mark scheme
Listening and Reading

Question №	Answer	Mark	Additional information
	Listening		
1	natural disasters	1	
2	50 million	1	
3	international borders	1	
4	culture	1	
5	The speaker is disappointed	1	
6	The speaker feels that people will be reluctant	1	
	Reading		
1	d	1	
2	a	1	
3	False	1	
4	False	1	
5	Not given	1	
6	True	1	
Total marks		**12**	

Mark scheme

Writing and Speaking

CRITERIA FOR MARKING WRITING
Give a mark out of 6 for each criterion (content, organisation, vocabulary, grammar and punctuation) and then calculate a mean to give an overall total out of 6. All fractional marks should be rounded up to the closest whole mark.

Mark / Criterion	Content (relevance and development of ideas)	Organization (cohesion, paragraphing, and format)	Vocabulary (style and accuracy)	Grammar (style and accuracy) and Punctuation (accuracy)
6	•All content is relevant to the task. •The register completely corresponds to the requirements of the task; consistent and intentional misuse of register* may indicate a writer's personal style. •All content points are fully addressed and developed in a balanced way. *Such misuse of register should not harm the format of writing.	•Uses a wide range of advanced connectors accurately; referencing is mostly clear. •Uses paragraphs to separate ideas; all paragraphs revolve around one idea or a set of like ideas; the size of each paragraph allows for a proper and balanced development of ideas. •The format is appropriate	•Uses a range of advanced vocabulary appropriately; uses less common lexical items with occasional inappropriacies. •Has good control of word formation; may make occasional errors in producing less common word forms. •Spells common vocabulary items correctly; very few (one or two) occasional spelling mistakes may be present. •May occasionally misspell less common lexical items. •Errors in word choice and/or spelling do not distort meaning.	•Writes simple and compound sentence forms correctly and demonstrates variety in length and complexity. •Uses complex sentences accurately, including punctuation. •Rare errors in grammar and/or punctuation
5	•All content is relevant to the task; insignificant content omissions may be present. •The register on the whole corresponds to the requirements of the task; occasional and inconsistent misuse of register may be present.	•Uses a range of basic connectors accurately and attempts to use more advanced connectors, but not always accurately, and referencing, but not always clearly or appropriately. •Uses paragraphs to separate	•Uses a range of everyday vocabulary appropriately; uses less common lexical items, but may make frequent errors. •Has good control of word formation; may make errors in producing less common word forms.	•Writes simple and compound sentence forms correctly, but does not demonstrate variety in length. •Occasional errors in grammar and/or punctuation do not distort meaning.

	•Most content points are addressed, but their development may be slightly imbalanced.	ideas; most paragraphs revolve around one idea or a set of like ideas; the size of each paragraph may reflect imbalanced development of ideas. •The format is appropriate.	•Spells common vocabulary items correctly; few (no more than five) occasional spelling mistakes may be present. •May often misspell less common lexical items. •Errors in word choice and/or spelling do not distort meaning.	
4	•Most content is relevant to the task; insignificant content omissions may be present. •The register on the whole corresponds to the requirements of the task. •Most content points are addressed, but some content points may be more fully covered than others.	•Uses a range of basic connectors accurately. •Uses paragraphs to separate ideas, but tends to misuse paragraphing (a script is a set of very short paragraphs **or** some paragraphs may be much longer than other ones for no apparent reason). •The format is generally appropriate.	•Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexical items. •Has good control of word formation; can produce common word forms correctly. •May make infrequent errors in spelling more difficult words. •Errors in word choice and/or spelling rarely distort meaning.	•Writes simple and some compound sentence forms correctly. •While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted.
3	•Some content is relevant to the task; significant content omissions may be present. •The register barely corresponds to the requirements of the task. •Only some content points, which are minimally addressed.	•Uses some basic connectors, but these may be inaccurate or repetitive. •Writes in paragraphs, but may not use them to separate ideas (a script may have random breaks between paragraphs). •The format may be inappropriate in places.	•Uses basic vocabulary reasonably appropriately. •Has some control of word formation; can produce some common word forms correctly. •Makes frequent errors in spelling more difficult words, but simple words are spelled correctly. •Errors in word choice and/or spelling distort meaning at times.	•Writes simple sentence forms mostly correctly. •Errors in grammar and/or punctuation may distort meaning at times.
2	•Severe irrelevances and misinterpretations of the task may be present.	•May use a very limited range of basic cohesive devices, and those used may not indicate a	•Uses an extremely limited range of vocabulary. •Has very limited control of	•Writes some simple sentence forms correctly. •Frequent errors in grammar

	•Only few content points, which are minimally addressed.	logical relationship between ideas. •Attempts to write in paragraphs, but their use may be confusing (may start every sentence with a new line). •The format may be inappropriate.	word formation; can produce a few common word forms correctly. •Makes many errors in spelling, including a range of simple words. •Errors in word choice and/or spelling distort meaning.	and/ or punctuation distort meaning.
1	•Attempts the task, but it is largely misinterpreted and the response is barely relevant to the task.	•Links are missing or incorrect. •Does not write in paragraphs at all (a script is a block of text). •The format is not appropriate.	•Can only use a few isolated words and/or memorized phrases. •Has essentially no control of word formation; can barely produce any word forms. •Displays few examples of conventional spelling.	•No evidence of sentence forms.
0	• Does not attempt the task in any way. OR • The response is completely irrelevant to the task. OR • There is too little language to assess. OR • Content is completely incomprehensible due to extremely poor handwriting: very few words are distinguishable, so there is a lack of context to verify meaning.			

CRITERIA FOR MARKING SPEAKING

Give a mark out of 6 for each criterion and then calculate a mean to give an overall total out of 6.

Mark / Criterion	Development and Fluency	Language
6	•Produces stretches of language in a register which is appropriate to the situation provided in the task and may opt to vary register to enhance meaning. •Shows sustained ability to maintain a conversation and to make relevant contributions at some length. •Produces extended stretches of language despite some hesitation. •Can respond to change in direction of the conversation. •Pronunciation is intelligible. •Intonation is appropriate.	•Produces error-free simple sentences. •Uses complex grammatical forms, but may make errors, which rarely cause comprehension problems. •Uses a range of appropriate vocabulary to give and exchange views on a growing range of general and curricular topics.
5	•Produces stretches of language in a register which is appropriate to the situation provided in the task. •Responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation. •Produces mostly extended stretches of language despite some hesitation, although instances of using short phrases may be present. •Can generally respond to change in direction of the conversation. •Pronunciation is generally intelligible. •Intonation is generally appropriate.	•Produces error-free simple sentences. •Uses a range of appropriate vocabulary when talking about a range of general and curricular topics. •Occasional mistakes do not cause comprehension problems.
4	•Produces stretches of language in a register which is generally appropriate to the situation provided in the task. •Attempts to respond to questions and prompts. •Produces responses which are extended beyond short phrases, despite hesitation. •Effort will need to be made to develop the conversation; only partial success will be achieved. •Pronunciation is mostly intelligible.	•Frequently produces error-free simple sentences. •Uses appropriate vocabulary to talk about a limited range of general and curricular topics. •Errors may cause comprehension problems.

	•May not follow English intonation patterns at times.	
3	•Produces stretches of language without awareness of register. •Responses tend to be brief and are characterized by frequent, hesitation. •Has to be encouraged to go beyond short responses and struggles to develop a conversation. •There is a lack of intelligibility of pronunciation, but it is unlikely to impede communication. •May not follow English intonation patterns frequently.	•Produces basic sentence forms and some correct simple sentences. •Uses a limited range of appropriate vocabulary to talk about a limited range of general topics. •Errors are frequent and may lead to misunderstanding.
2	•Responses are so brief that little is communicated. •Barely engages in a conversation. •Pronunciation may cause some communication difficulty. •Does not follow English intonation patterns.	•Attempts basic sentence forms, but with limited success. OR •Heavily relies on apparently memorized utterances. •Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics. •Makes numerous errors except in memorized expressions.
1	•No communication possible. •Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.	•Cannot produce basic sentence forms. •Can only produce isolated words and phrases or memorized utterances.
0	•No attempt at the response. OR •No rate able language.	

The environment can affect our lives in many different ways, and can even force us to become refugees. Climate change and natural disasters can destroy our habitat, making us leave the place we call home to go and live elsewhere. Today, I'd like to talk about environmental refugees and why this is a growing problem. It's a challenge to accurately work out how many environmental refugees there are, and how many we can expect in the future, but some say that changes to the environment may have forced as many as 20 million people to leave their homes in 2008. I've even heard that some experts claim that the number will increase to 50 million by 2050- a worrying figure.

For those living in affected areas, their environment often becomes uninhabitable, leaving people little choice but to move. These movements can take place within a country or across international borders. It's hard to imagine how devastating it must be for people who are forced to move, especially to another country. Entire communities are often left desperately trying to work out what to do next and where to go. I've heard terrible stories of families being separated and belongings, which have taken a lifetime to collect, being lost forever. But it seems to me that while these people lose their homes, they possibly lose their culture along with them. Leaving your surroundings is so much more than simply leaving your home.

Natural disasters, such as earthquakes or tsunamis, are responsible for a large percentage of environmental refugees. However, this movement is not necessarily permanent; in some cases these short-term refugees are forced to relocate while the damage and destruction to their community is being repaired.

Going on to climate change; as global warming gets worse, we will experience extreme weather conditions such as heavy rainfall and higher temperatures in some parts of the world are expected to lead to more droughts and desertification. Rising temperatures also cause ice caps to melt and sea levels to rise, so flooding is another problem that threatens several communities around the world. Those living in low-lying areas are likely to see their homes totally washed away and be left in search of somewhere new to live. Bangladesh is one example.

I'd like to see wealthy countries get more involved. Unfortunately, the response from the international community has not been sufficient to deal with the size of the problem and, the way things are heading. There is little we can do to stop natural disasters, but we can help to reduce global warming. As a priority, we must move away from our obsession with fossil fuels, the very thing that got us into this situation in the first place. But, to be honest, I'm doubtful the world will ever give them up willingly. A lot has been done to introduce alternative sources of energy into our lives; however, there are countries that still refuse to use them to any great extent.

Review of summative assessment for term 4

Duration of summative assessment - 40 minutes
Listening – 10 minutes
Reading – 10 minutes
Writing – 20 minutes
Speaking task is conducted separately.
Total marks- 24

The structure of summative assessment

This sample of Summative Assessment consists of 14 tasks: listening, reading, writing and speaking. Different types of tasks are used in the Summative Assessment for the term.

Listening –open-ended questions and gap filling tasks on the topic «Clothes journeys».

Reading – matching, open-ended questions and multiple-choice tasks on the topic «Making statements and providing information».

Writing – writing on the topic «Clothes journeys» and/or «Making statements and providing information».

Speaking –making an individual speech on the topic «Clothes journeys» and/or «Making statements and providing information».

Tapescript for listening task can be found in CD3 Tapescript 4. Transcript for listening task can be found after the mark scheme.

Characteristic of tasks for summative assessment for term 4

Unit	Strand	Learning objective	*Total number of questions	*Question №	*Type of task	*Task description	Time	Total marks
Making statements and providing information Clothes journeys	Listening	11.2.2 Understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.2.5 Recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics	6	1 2 3 4 5 6	Open-ended question Gap filling.	Each learner works individually. Learners listen to the recording twice on topics: 'Making statements and providing information' 'Clothes journeys', having chance to look through the questions before the recording starts. The task consists of 2 types of questions. Question 1requires the open-ended answer in a sentence. Questions 2-6 require learners to fill the gaps with no more than two words.	10 minutes	6
	Reading	11.4.4 Read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics 11.4.8 Select and evaluate paper and digital reference resources to check meaning and extend understanding	6	1 2 3 4 5 6	Matching Open-ended question Multiple choice	Each learner works individually. Learners read the text and answer the questions. The task consists of 3 types of questions. Questions 1-4require learners to choose correct answer from I, II, III, IV options. Question 5 requires the answer in a sentence. Question 6 asks learners to choose correct answer from A, B, C, D options.	10 minutes	6

	Writing	11.5.5 Develop with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics 11.5.9 Punctuate written work at text level on a wide range of general and curricular topics with a good degree of accuracy 11.6.3 Use a variety of adjectives complemented by that, infinitive and wh-clauses on a wide range of general and curricular topics	1	1	Open ended task	Each learner works individually. Learner writes a personal statement. The statement is required to be provided with coherent arguments punctuated correctly and supported with appropriate arguments and support with a range of adjectives complemented by infinitive and wh-clauses.	20 minutes	6
	Speaking	11.3.4 Evaluate and comment on the views of others in a growing variety of talk contexts on a wide range of general and curricular topics, including some unfamiliar topics 11.3.5 Interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics 11.1.6 Organize and present information clearly to others	1	1	Open ended task	Learners work in pairs, explaining and justifying their viewpoints on topics, presenting their ideas clearly: 'Making statements and providing information' 'Clothes journeys'. They organise 3 minutes debate on the topics provided in the cards.	Each pair talk for 3 minutes	6
TOTAL:							**40 minutes**	**24**

	(excluding Speaking)	
Note: *-sections that can be changed		

Sample questions and mark scheme
Tasks for the Summative Assessment for term 4

LISTENING
Task. Listen to the manager of a company. *CD3. Tapescript4.*

Part 1. Answer the question: What is manager's attitude to the way some employees dress?

1. _____

[1]

Part 2 Complete the sentences with the missing information.
Write **NO MORE THAN THREE WORDS**.

2. The manager first singles out those who work in _____ for criticism.

[1]

3. Men in this department have to wear _____

[1]

4. Clients may come in to see _____ at any time so dress is especially important for them.

[1]

5. When you have no appointments, the style of clothing accepted is referred to as _____

[1]

6. She allows to wear _____ in case of absence of any meetings with clients.

[1]

Total [6]

READING
Task. Read the article.

I
If you're a younger employee, you may have experienced the struggle of getting noticed for your work. Do not worry, you have lots of opportunities to champion yourself at work and point out your victories: in a range of fields. There's a definite art involved in the delicacies of advertising your accomplishments. If you're always talking about how good you are at your job and how lucky the company is to have you, you'll come across as selfish. But speak too little of your work, you could miss out on promotions. If you want to take your career to the next level, you need to champion yourself at work.

II
The first rule of championing yourself at work is to have something worth boasting about. You need a particular achievement, because going around telling people you're great for no reason at all makes you sound full of yourself. You should always have something specific, and it should be measurable.
There's a saying in business: "If you can't measure it, you can't manage it." We know; things like your team's morale are important too, but the fact is your boss, your boss' boss and everyone else has a preference for numbers. Why? Numbers are an easy handle. Your boss could spend a few hours a week sitting in on the sales team, watching how many deals are made, and the overall mood of the division for example.

III

When you achieve the result you've aimed for, you truly have something to boast about. However, if you play that victory off the wrong way you'll come across as boastful. So instead of going around boasting about what a fine job you did, share with the others around you, how proud they should be of the success the company had. Do what you can to share the praise: It makes you look like a bigger man and nobody will be confused about who actually made the win possible.

IV

Have you ever had a question for your boss or something to get their feedback on? You may have even felt unimportant or unappreciated to them. Your boss doesn't mean to ignore you, he's just busy. Get a promotion to management, and you'll quickly realise how much work your boss was dealing with that you weren't even aware of. They have people above them to answer to, their own work and you and your coworkers on the level below. So don't feel bad if you get an apathetic reception from your boss, maybe you caught them at a bad time. Keep bringing up the good things you're accomplishing. Don't give up!

Part 1. Choose appropriate heading for each paragraph (I-IV)

1. Be Persistent _____ [1]
2. Focus On Specifics _____ [1]
3. Present Accomplishments As Company Victories, Not Your Own _____ [1]
4. Champion Yourself At Work _____ [1]

Part 2. Answer the following questions
5. What is the main purpose of the article?

_____[1]
6. What type of information does the article provide? [1]
   A. Why
   B. How
   C. Who
   D. When

Total [6]

WRITING
Task. You are a senior student at school and want to enter a university.
Write formal introduction about you to be the best candidate for the university.
In your writing include the following information
- Why are you a good candidate (e.g. excellent academic achievements and personal qualities)?
- How can the chosen university help you in your future career?
Total [6]

SPEAKING
Task. Work in pairs and create 3 minutes debate on the following questions.

Card 1
Work in a pair and create 3 minutes debate on the following questions. One of you will support benefits of the topic while another one will oppose it

Advantages and disadvantages of studying abroad

Card 2

Work in a pair and create 3 minutes debate on the following questions. One of you will support benefits of the topic while another one will oppose it

Advantages and disadvantages of having year gap before entering universities

Card 3

Work in a pair and create 3 minutes debate on the following questions. One of you will support benefits of the topic while another one will oppose it

Advantages and disadvantages of getting high education

Card 4

Work in a pair and create 3 minutes debate on the following questions. One of you will support benefits of the topic while another one will oppose it

Advantages and disadvantages of casual clothes

Card #5

Work in a pair and create 3 minutes debate on the following questions. One of you will support benefits of the topic while another one will oppose it

Advantages and disadvantages of following fashion

Card #6

Work in a pair and create 3 minutes debate on the following questions. One of you will support benefits of the topic while another one will oppose it

Advantages and disadvantages of fashion industry

Total [6]
Total marks _/24

Mark scheme
Listening and Reading

Question №	Answer	Mark	Additional information
	Listening		
1	She is not at all happy	1	Learners can answer in their own words
2	reception	1	
3	dark suit	1	
4	accountants	1	
5	dress down	1	
6	smart-casual	1	
	Reading		
1	IV	1	
2	II	1	
3	III	1	
4	I	1	
5	This article looks at how anyone can climb the employment ladder and increase his/her opportunities.	1	Learners can answer in their own words
6	B	1	
Total marks		**12**	

Mark scheme
Writing and Speaking

CRITERIA FOR MARKING WRITING
Give a mark out of 6 for each criterion (content, organisation, vocabulary, grammar and punctuation) and then calculate a mean to give an overall total out of 6. All fractional marks should be rounded up to the closest whole mark.

Mark / Criterion	Content (relevance and development of ideas)	Organization (cohesion, paragraphing, and format)	Vocabulary (style and accuracy)	Grammar (style and accuracy) and Punctuation (accuracy)
6	•All content is relevant to the task. •The register completely corresponds to the requirements of the task; consistent and intentional misuse of register* may indicate a writer's personal style. •All content points are fully addressed and developed in a balanced way. *Such misuse of register should not harm the format of writing.	•Uses a wide range of advanced connectors accurately; referencing is mostly clear. •Uses paragraphs to separate ideas; all paragraphs revolve around one idea or a set of like ideas; the size of each paragraph allows for a proper and balanced development of ideas. •The format is appropriate	•Uses a range of advanced vocabulary appropriately; uses less common lexical items with occasional inappropriacies. •Has good control of word formation; may make occasional errors in producing less common word forms. •Spells common vocabulary items correctly; very few (one or two) occasional spelling mistakes may be present. •May occasionally misspell less common lexical items. •Errors in word choice and/or spelling do not distort meaning.	•Writes simple and compound sentence forms correctly and demonstrates variety in length and complexity. •Uses complex sentences accurately, including punctuation. •Rare errors in grammar and/or punctuation
5	•All content is relevant to the task; insignificant content omissions may be present. •The register on the whole corresponds to the requirements of the task; occasional and inconsistent misuse of register may be present. •Most content points are	•Uses a range of basic connectors accurately and attempts to use more advanced connectors, but not always accurately, and referencing, but not always clearly or appropriately. •Uses paragraphs to separate ideas; most paragraphs revolve	•Uses a range of everyday vocabulary appropriately; uses less common lexical items, but may make frequent errors. •Has good control of word formation; may make errors in producing less common word forms. •Spells common vocabulary	•Writes simple and compound sentence forms correctly, but does not demonstrate variety in length. •Occasional errors in grammar and/or punctuation do not distort meaning.

		around one idea or a set of like ideas; the size of each paragraph may reflect imbalanced development of ideas. •The format is appropriate.	items correctly; few (no more than five) occasional spelling mistakes may be present. •May often misspell less common lexical items. •Errors in word choice and/or spelling do not distort meaning.	
addressed, but their development may be slightly imbalanced.				
4	•Most content is relevant to the task; insignificant content omissions may be present. •The register on the whole corresponds to the requirements of the task. •Most content points are addressed, but some content points may be more fully covered than others.	•Uses a range of basic connectors accurately. •Uses paragraphs to separate ideas, but tends to misuse paragraphing (a script is a set of very short paragraphs **or** some paragraphs may be much longer than other ones for no apparent reason). •The format is generally appropriate.	•Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexical items. •Has good control of word formation; can produce common word forms correctly. •May make infrequent errors in spelling more difficult words. •Errors in word choice and/or spelling rarely distort meaning.	•Writes simple and some compound sentence forms correctly. •While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted.
3	•Some content is relevant to the task; significant content omissions may be present. •The register barely corresponds to the requirements of the task. •Only some content points, which are minimally addressed.	•Uses some basic connectors, but these may be inaccurate or repetitive. •Writes in paragraphs, but may not use them to separate ideas (a script may have random breaks between paragraphs). •The format may be inappropriate in places.	•Uses basic vocabulary reasonably appropriately. •Has some control of word formation; can produce some common word forms correctly. •Makes frequent errors in spelling more difficult words, but simple words are spelled correctly. •Errors in word choice and/or spelling distort meaning at times.	•Writes simple sentence forms mostly correctly. •Errors in grammar and/or punctuation may distort meaning at times.
2	•Severe irrelevances and misinterpretations of the task may be present. •Only few content points,	•May use a very limited range of basic cohesive devices, and those used may not indicate a logical relationship between	•Uses an extremely limited range of vocabulary. •Has very limited control of word formation; can produce a	•Writes some simple sentence forms correctly. •Frequent errors in grammar and/ or punctuation distort

	which are minimally addressed.	ideas. •Attempts to write in paragraphs, but their use may be confusing (may start every sentence with a new line). •The format may be inappropriate.	few common word forms correctly. •Makes many errors in spelling, including a range of simple words. •Errors in word choice and/or spelling distort meaning.	meaning.
1	•Attempts the task, but it is largely misinterpreted and the response is barely relevant to the task.	•Links are missing or incorrect. •Does not write in paragraphs at all (a script is a block of text). •The format is not appropriate.	•Can only use a few isolated words and/or memorized phrases. •Has essentially no control of word formation; can barely produce any word forms. •Displays few examples of conventional spelling.	•No evidence of sentence forms.
0	• Does not attempt the task in any way. OR • The response is completely irrelevant to the task. OR • There is too little language to assess. OR • Content is completely incomprehensible due to extremely poor handwriting: very few words are distinguishable, so there is a lack of context to verify meaning.			

CRITERIA FOR MARKING SPEAKING

Give a mark out of 6 for each criterion and then calculate a mean to give an overall total out of 6.

Mark / Criterion	Development and Fluency	Language
6	•Produces stretches of language in a register which is appropriate to the situation provided in the task and may opt to vary register to enhance meaning. •Shows sustained ability to maintain a conversation and to make relevant contributions at some length. •Produces extended stretches of language despite some hesitation. •Can respond to change in direction of the conversation. •Pronunciation is intelligible. •Intonation is appropriate.	•Produces error-free simple sentences. •Uses complex grammatical forms, but may make errors, which rarely cause comprehension problems. •Uses a range of appropriate vocabulary to give and exchange views on a growing range of general and curricular topics.
5	•Produces stretches of language in a register which is appropriate to the situation provided in the task. •Responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation. •Produces mostly extended stretches of language despite some hesitation, although instances of using short phrases may be present. •Can generally respond to change in direction of the conversation. •Pronunciation is generally intelligible. •Intonation is generally appropriate.	•Produces error-free simple sentences. •Uses a range of appropriate vocabulary when talking about a range of general and curricular topics. •Occasional mistakes do not cause comprehension problems.
4	•Produces stretches of language in a register which is generally appropriate to the situation provided in the task. •Attempts to respond to questions and prompts. •Produces responses which are extended beyond short phrases, despite hesitation. •Effort will need to be made to develop the conversation; only partial success will be achieved. •Pronunciation is mostly intelligible.	•Frequently produces error-free simple sentences. •Uses appropriate vocabulary to talk about a limited range of general and curricular topics. •Errors may cause comprehension problems.

	•May not follow English intonation patterns at times.	
3	•Produces stretches of language without awareness of register. •Responses tend to be brief and are characterized by frequent, hesitation. •Has to be encouraged to go beyond short responses and struggles to develop a conversation. •There is a lack of intelligibility of pronunciation, but it is unlikely to impede communication. •May not follow English intonation patterns frequently.	•Produces basic sentence forms and some correct simple sentences. •Uses a limited range of appropriate vocabulary to talk about a limited range of general topics. •Errors are frequent and may lead to misunderstanding.
2	•Responses are so brief that little is communicated. •Barely engages in a conversation. •Pronunciation may cause some communication difficulty. •Does not follow English intonation patterns.	•Attempts basic sentence forms, but with limited success. OR •Heavily relies on apparently memorized utterances. •Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics. •Makes numerous errors except in memorized expressions.
1	•No communication possible. •Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.	•Cannot produce basic sentence forms. •Can only produce isolated words and phrases or memorized utterances.
0	•No attempt at the response. OR •No rate able language.	

Now, it's been brought to my attention that certain members of staff have been flouting the dress code. So I want to make it crystal clear to everyone just exactly what's expected in terms of attire. Those of you who work in reception must be, how shall I put it, business like, at all times. You are the first person visitors see when they enter the building. Whether they then go on to the Managing Director or the canteen is irrelevant. You create the first impression of the company; and as we all know, first and last impressions count. Now, for men that means a tie and a dark suit- accepted business practice. For women, a suit, er, that can be a trouser suit, or a smart dress or skirt and jacket. It goes without saying that hair and so on needs to be neat and tidy.

The accountants. You never know when a client may come in to see you. You may think you're not in the public relations business but in a way, you are. And, I know most of the time people make appointments but there are odd occasions when someone just happens to be in the area and decides to come in. In this case you are the embodiment of your profession. This is a firm with a good reputation; clients expect their accountant to reflect this not only in their work but also in the way they present themselves. Don't forget in many people's eyes sloppy clothes means sloppy work, and I must say, I tend to agree. The only possible exception to this is the so-called dress down Friday. This is a new idea. And, of course, that only applies if you have no appointments with clients in your diary. Now, this doesn't mean that you can turn up wearing whatever you like. It's got to be 'smart-casual'. That's what it says here. And that still means a tie, but you can wear smart jeans and a jacket or even a sweater. Now, something's come to my attention that I'm not at all happy about and that is training days. It seems as though some of you have got the idea into your head that when you're on a training day that means you can dress like a like a student. It does not. You're still a representative of this company.