

Methodological recommendations for Summative Assessment

on the subject «The English language»

Grade 11

(social-humanitarian direction)

Methodological recommendations for Summative Assessment are designed to assist teachers in planning, organising and carrying out Summative Assessment in the subject of «The English language» for the Grade 11 learners of upper secondary level education of the Social-Humanitarian direction on the updated content.

Methodological recommendations are aligned with the Subject Programme and Long-term plan. Summative Assessment in Grade 11 is conducted in Terms 1, 2, 3 and 4.

Summative Assessment Tasks for unit/cross curricular unit will allow teachers to determine the level of the learning objectives achievement planned for the term. Methodological recommendations comprise tasks, assessment criteria with descriptors and marks for conducting Summative Assessment across the unit/cross curricular unit. Also, this document includes possible levels of the learners' academic achievement (rubrics). Tasks with descriptors and marks can be considered as recommendations.

Methodological recommendations are designed for secondary school teachers, school administrations, educational departments' seniors, regional and school coordinators in criteria-based assessment and others.

Free access to the Internet resources such as pictures, cartoons, photos, texts, video and audio materials, etc. have been used in designing these Methodological recommendations.

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SUMMATIVE ASSESSMENT TASKS FOR TERM 1

Summative assessment for the unit «Making contact»

Learning objectives	11.1.6 Organise and present information clearly to others 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 11.3.3 Explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics 11.6.2 Use a variety of determiners relating to nouns for generic uses, some appositional uses and textual reference on a wide range of general and curricular topics
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Assessment criteria	<ul style="list-style-type: none">● Formulate clear and coherent speech● Identify the main points in the speech● Provide a point of view on a given question and give evidences to justify it● Use quantifiers and demonstrative pronouns properly
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Level of thinking skills	Knowledge and comprehension Application Higher order thinking skills
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Duration	20 minutes
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Listening

Task 1. Listen to Angel describing how he feels living in a foreign country and choose the best option A, B or C.

Go to this link to listen information <https://www.cristinacabal.com/advanced/angel.htm>

1. How does a person view the new culture in the first stage of culture shock?
 - A. Everyone is watching me.
 - B. This is fantastic!
 - C. I want to go home.
2. What are the symptoms of the second stage of culture shock?
 - A. People tend to withdraw from society.
 - B. People try to integrate into the culture.
 - C. People criticise the people and culture.
3. What is the third stage of culture shock?
 - A. the pleasant stage
 - B. the hunting stage
 - C. the homeless stage
4. What statement by the visitor best describes the “home” stage?
 - A. I'm glad to be returning to my own country.
 - B. These people love their families and homes.
 - C. I really enjoy living among these people.

5. What is the best title for the talk?
 - A. How to Adjust Culture Shock
 - B. The Stages of Culture Shock
 - C. The Causes of Culture Shock

Speaking

Task 2. Choose **ONE** card and answer the questions. Please, use demonstrative pronouns and quantifiers appropriately. Answer all the questions by explaining and justifying your point of view.

You have 1 minute to prepare and 1-2 minutes to talk about it to your partner.

Your partner will assess your speaking using the following criteria:

Criteria	Tick if your partner achieved it
1. My partner answers to the 1 st question	
2. My partner answers to the 2 nd question	
3. My partner answers to the 3 rd question using demonstrative pronouns and quantifiers	
4. My partner answers to the 4 th question using demonstrative pronouns and quantifiers	
5. My partner provides supporting sentences/examples to justify their answer	
6. My partner talks without pauses	

Card 1

1. How do you understand culture shock?
2. In what situations do people experience culture shock?
3. What stages does the culture shock consist of?
4. What advice would you give on how to cope with culture shock?

Card 2

1. How is communication changing between people? Why?
2. How often do you start up a conversation with people you don't know? Why?
3. How will people communicate in the future? Why?
4. How is the way your grandparents talk with people different from yours?

Card 3

1. How do you understand global communication?
2. How has the way we communicate changed during the past decade?
3. What effect does the computer have on mass communication?
4. What are some of the problems associated with posting news on the internet?

Card 4

1. What are some of the functions of communication?
2. How can communication help any organization to achieve its goal?
3. How does the way we communicate (written or oral) vary according to whom we talk to?
4. What role does non-verbal communication play in delivering a message?

Assessment criteria	Task №	Descriptor	Mark
		<i>A learner</i>	
Identify the main points in the speech	1	1. chooses the answer B;	1
		2. chooses the answer B;	1
		3. chooses the answer A;	1
		4. chooses the answer C;	1
		5. chooses the answer B;	1
Answer the questions to provide a point of view Use appropriate grammar structures to express ideas	2	is able to answer Question 1;	1
		is able to answer Question 2;	1
		is able to answer Question 3;	1
		is able to answer Question 4;	1
		conveys extended opinion based on sound reasoning, with selected evidence and examples;	1
		is able to use demonstrative pronouns and quantifiers to avoid repetition	1
Total marks:			11

**Rubrics for providing information to parents on the result of
Summative Assessment for the unit «Making Contact»**

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the main points in the speech	Experiences difficulties in identifying the main points in the talk and accurately answers 1-2 questions according to the talk. <input type="checkbox"/>	Experiences some difficulties in identifying the main points in the talk and accurately answers 3 questions according to the talk. <input type="checkbox"/>	Correctly identifies the main points in the talk and accurately answers 4-5 questions according to the talk. <input type="checkbox"/>
Answer the questions to provide a point of view Use appropriate grammar structures to express ideas	Answers the questions on topic with many errors. Experiences difficulties in providing and opinion and justifying his or her point of view. <input type="checkbox"/>	Answers some of the questions relevantly using some determiners. Explains and justifies his or her point of view with some inappropriacies. <input type="checkbox"/>	Relevantly answers most of the questions skillfully using determiners. Confidently conveys opinion on the questions justifying his or her point of view. <input type="checkbox"/>

Transcript

When you go to live in a new country, there are so many things you have to get used to. At the beginning, everything is new and exciting, and there is an overload on your senses: colours, food and clothes, all seem different and it is a bit like being a tourist and very enjoyable.

But then, as you realize that you are not going to go home and life takes on a different look, and things you might not think about at home begin to irritate you. You tend to hang around with people from your own country or other foreigners and compare the people and their habits unfavourably to things back home. Here is a word in Australia known as “the winging pomp syndrome”.

If you get past that stage and begin to integrate more, then life becomes easier and more enjoyable, and you begin to find both your own behaviour and those of the host culture more amusing.

The final stage is really when you have to make a decision: to go or to stay. But this is the best one because you begin to feel at home and, although, you may still criticize, is more how you would your own home country. And you feel at home and like the people more and more.

Summative assessment for the unit «Investigate and Report on Animal World: Bats, Eagles, Bees and Dolphins»

- Learning objectives**
- 11.4.5 Deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics
 - 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
 - 11.6.7 Use a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on a wide range of general and curricular topics

- Assessment criteria**
- Identify specific information to deduce meaning from context
 - Produce a text in an appropriate style
 - Use a wide variety of simple perfect active and passive forms

Level of thinking skills

Knowledge and comprehension
Application
Higher order thinking skills

Duration 20 minutes

Reading

Task 1. Read the article

Are zoos a good thing?

Critics of zoos would argue that animals often suffer physically and mentally by being enclosed. Even the best artificial environments can't come close to matching the space, diversity, and freedom that animals have in their natural habitats. This deprivation causes many zoo animals to become stressed or mentally ill. Capturing animals in the wild also causes much suffering by splitting up families. Some zoos make animals behave unnaturally: for example, marine parks often force dolphins and whales to perform tricks.

On the other hand, by bringing people and animals together, zoos have the potential to educate the public about conservation issues and inspire people to protect animals and their habitats. Some zoos provide a safe environment for animals which have been mistreated in circuses, or pets which have been abandoned. Zoos also carry out important research into subjects like animal behaviour and how to treat illnesses.

One of the most important modern functions of zoos is supporting international breeding programmes, particularly for endangered species. In the wild, some of the rarest species have difficulty in finding mates and breeding, and they might also be threatened by poachers, loss of their habitat and predators.

So, are zoos good for animals or not? Perhaps it all depends on how well individual zoos are managed, and the benefits of zoos can surely outweigh their harmful effects. However, it is understandable that many people believe imprisoning animals for any reason is simply wrong.

Fill in the gaps with the correct word from the box. There are EXTRA TWO WORDS.

environment habitat wild illnesses mates species tricks captivity

1. It is hardly possible to replace animals' natural _____.
2. Whales and dolphins in zoos are often made to perform _____.
3. Zoos give a harmless _____ for creatures which have been abused or deserted.
4. Zoos conduct investigations into how to cure _____.
5. Worldwide rearing projects are especially significant for _____ which are seriously at risk of extinction.
6. In natural home, some sparse animals experience problems in meeting _____.

Writing

Task 2. Write an article for a school magazine on the rubric "Our animal world". Choose one endangered animal and give the following information about it:

- interesting / shocking facts about it
- the ways of preservation
- some methods that have been successful in preserving animals

Assessment criteria	Task №	Descriptor	Mark
		<i>A learner</i>	
Identify specific information to deduce meaning from the context	1	1. writes “habitat/habitats”;	1
		2. writes “tricks”;	1
		3. writes “environment”;	1
		4. writes “illnesses”;	1
		5. writes “species”;	1
		6. writes “mates”;	1
Use simple and complex grammatical structures to write sentences Produce a text in an appropriate style	2	follows the style and register appropriately;	1
		uses appropriate perfect active forms;	1
		uses complex grammar structures with perfect passive forms;	1
		presents information clearly.	1
Total marks:			10

The text was retrieved from <https://learnenglishteens.britishcouncil.org/skills/reading/upper-intermediate-b2-reading/are-zoos-good-thing>

**Rubrics for providing information to parents on the result of
Summative Assessment for the unit «Investigate and Report on Animal World: Bats, Eagles, Bees and Dolphins»**

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the main idea of the conversation deducing the meaning of the words	Is unable to identify the main idea and specific information. There are many problems at recognizing vocabulary and expressions <input type="checkbox"/>	Is good at identifying the main idea and specific information. There are some minor problems at recognizing vocabulary and expressions <input type="checkbox"/>	Is excellent at identifying the main idea and specific information. There are no problems at recognizing vocabulary and expressions. <input type="checkbox"/>
Use simple and complex grammatical structures to write sentences Write most high-frequency vocabulary correctly	Hardly follows the style and register. Contains grammar errors throughout. <input type="checkbox"/>	Uses good range of structures and vocabulary. Overall relevant to the content. Often follows the style and register and grammar with very few errors. <input type="checkbox"/>	Uses wide range of structures and vocabulary. Precisely follows the style and register. Makes few inaccuracies that do not disrupt communication. <input type="checkbox"/>

SUMMATIVE ASSESSMENT TASKS FOR TERM 2
Summative assessment for the unit «Interviews and Instructions»

- Learning objectives**
- 11.1.9 Use imagination to express thoughts, ideas, experiences and feelings
 - 11.2.6 Deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics
 - 11.3.2 Ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics
 - 11.6.4 Use a range of affixes with appropriate meaning and correct spelling on a wide range of general and curricular topics

- Assessment criteria**
- Use imagination to express thoughts and ideas
 - Recognise and take advantage of context clues to figure out the meaning of the text
 - Keep interaction going by posing questions and responding higher order thinking level
 - Communicate effectively using a range of affixes appropriately

- Level of thinking skills**
- Knowledge and comprehension
 - Application
 - Higher order thinking skills

Duration 20 minutes

Listening

Task 1. Listen to a journalist giving advice on interviewing techniques. The journalist uses some words and phrases related to interviewing. Write a word or an expression (NO MORE THAN THREE WORDS) next to the definitions.

Link for listening task: <https://learnenglish.britishcouncil.org/podcasts-professionals/interviewing-techniques>

1. Question which should be asked first _____
2. Interesting or unusual details or qualities _____
3. Person who answers the questions _____
4. Something which the speaker doesn't want to be included in the story _____
5. Question which tricks someone into giving the answer you want _____

Speaking

Task 2. Work in pairs. Discuss the following statements with your partner. Ask and answer questions in order to get each other's opinions.

Card 1	Card 2 Usually interviews are misinterpreted.	Card 3
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<p>It is a good idea to discuss the interview questions beforehand.</p>		<p>The success of an interview depends only on the interviewer.</p>
<p>Card 4 Giving an interview requires good communication skills.</p>	<p>Card 5 The result of the work depends on the language and tone of instructions.</p>	<p>Card 6 Men usually tend to avoid instructions to prepare independent speech.</p>

Assessment criteria	Task.№	Descriptor	Mark
		<i>A learner</i>	
Recognize and take advantage of context clues to figure out the meaning of the text	1	1. writes “questions about facts”;	1
		2. writes “colour”;	1
		3. writes “interviewee”;	1
		4. writes “off the record”;	1
		5. writes “leading question”;	1
Keep interaction going by posing questions and responding Communicate effectively using target vocabulary and syntax appropriately	2	communicates effectively using target vocabulary appropriately (at least 4-5 topical vocabulary);	1
		communicates effectively using appropriate syntax	1
		gives full answers to the partner’s questions;	1
		asks open-ended higher order thinking questions to keep interaction going.	1
Total marks			9

**Rubrics for providing information to parents on the result of
Summative Assessment for the unit «Interviews and Instructions»**

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Recognize and take advantage of context clues to figure out the meaning of the text	Tries to identify general and specific information but not enough to get a general idea of the content. Fails to infer implied information. Many problems at recognizing vocabulary and expressions. Completes the listening task mostly incorrectly.	Good at identifying general and specific information. Shows some ability to infer implied information. Some minor problems at recognizing vocabulary and expressions. Makes some mistakes in listening task.	Excellent at identifying general and specific information. Accurately infers implied information. Almost no problem at recognizing vocabulary and expressions. Completes the listening activity mostly correctly.
Keep interaction going by posing questions and responding Communicate effectively using target vocabulary and syntax appropriately	Provides content that is inaccurate and there are excessive grammatical errors. Uses vocabulary and question words most of the time incorrectly. Purpose isn't clear; needs a lot of help communicating; usually does not respond appropriately.	Provides content that is relevant to the topic and there are few grammatical errors of agreement. Uses vocabulary and question words often consistently. Tries to communicate, but sometimes does not respond appropriately and clearly.	Provides content that is accurate and there are few grammatical errors of agreement. Uses vocabulary and question words correctly. Stays on task most of the time and communicates effectively; almost always responds appropriately and always tries to develop the interaction.

Transcript

I know it sounds obvious, but you really must prepare before the interview. Prepare your questions in advance. Think about the order you will ask them. A rule of thumb is to ask questions about facts first, leaving opinion questions until later. Most people find questions about facts much easier to answer, so they start to feel more at ease.

Try to interview the person in a place which is appropriate to the interview – their place of work, for example. Interviewing a person on their territory can put them at ease, and also provide you with colour for your story.

How you start the interview can influence how successful it will be. Set your ground rules. For example, you may want to insist that the interviewee says in advance if they want what they say to be off the record.

During the interview, you should be polite but firm. Use your list of questions as a base for the interview, not a rigid script. Ask for evidence to support any claims made by the interviewee. Don't be afraid to ask 'How do you know that?' But never ask leading questions. Let the person say what they want to say, not what you want them to say.

The listening task was adapted from <https://learnenglish.britishcouncil.org/podcasts-professionals/interviewing-techniques>

Summative assessment for the unit «Investigate and Report on Timekeeping Devices/Science video»

Learning objectives	11.4.2 Understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.1.7 Develop and sustain a consistent argument when speaking or writing 11.5.1 Plan, write, edit and proofread work at text level independently on a wide range of general and curricular topics 11.6.6 Use a growing variety of impersonal and cleft structures on a wide range of general and curricular topics
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Assessment criteria	<ul style="list-style-type: none">• Identify specific information in extended texts• Give consistent arguments in writing a text• Make a clear plan of writing; Write a text; Check the written draft• Write grammatically correct sentences using impersonal sentences
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Level of thinking skills	Knowledge and Comprehension Application Higher order thinking skills
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Duration	20 minutes
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Reading

Task 1. Read the article.

A chronicle of timekeeping

A

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. Hence, the calendars that were developed at the lower latitudes were influenced more by the lunar cycle than by the solar year. 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.

B

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. One of the first water clocks was a basin with a small hole near the bottom through which the water dripped out. 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.

C

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. With these, however, arose the question of when to begin counting, and so, in the early 14th century, a number of systems evolved. 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. Which paragraph contains the following information? Write the correct letter A, B or C.

A description of an early timekeeping invention affected by cold temperatures _____

1. An explanation of the importance of geography in the development of the calendar in farming _____
2. Details of the simultaneous efforts of different societies to calculate time using uniform hours _____
3. Information about the day being divided into two equal halves _____

Writing

Task 2. Write an information report on two timekeeping devices comparing and contrasting them (e.g. a sundial, a pendulum clock, an astronomical clock, etc.). Include the plan of your information report. Please, use impersonal structures as much as possible.

Assessment criteria	Task №	Descriptor	Mark
		<i>A learner</i>	
Identify specific information in extended texts	1	1. chooses “B”;	1
		2. chooses “A”;	1
		3. chooses “C”;	1
		4. chooses “C”;	1
Give consistent arguments in writing a text Make a clear plan of writing; Write a text; Check the written draft Write grammatically correct sentences using impersonal sentences	2	provides relevant content of the report;	1
		provides arguments to support ideas;	1
		provides an outline of the writing;	1
		uses correct grammar structures;	1
		uses a variety of impersonal structures.	1
Total mark			9

The article is retrieved from <http://mini-ielts.com/302/reading/a-chronicle-of-timekeeping>

**Rubrics for providing information to parents on the result of
Summative Assessment for the unit «Investigate and Report on Timekeeping Devices / Science video»**

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify specific information in extended texts	Experiences difficulties in finding details in the text. Makes mistakes in answering the questions. <input type="checkbox"/>	Experiences some difficulties in finding details in the text. Answers some questions correctly. <input type="checkbox"/>	Correctly finds details in the text. Answers most of the questions appropriately. <input type="checkbox"/>
Give consistent arguments in writing a text Make a clear plan of writing; Write a text; Check the written draft Write grammatically correct sentences using impersonal sentences	Experiences difficulties in planning and writing the task; makes many grammar and spelling mistakes. Makes frequent inaccuracies that disrupt communication. <input type="checkbox"/>	Writes an information report relevant to the topic. Gives the outline which may not fully reflect the writing. Consistently follows rules of spelling and grammar with some errors. Makes some inaccuracies that do not disrupt communication. <input type="checkbox"/>	Writes an information report relevant to the topic. Presents fully coherent text. Gives an appropriate outline of the writing. Precisely follows rules of spelling and grammar. Makes few inaccuracies that do not disrupt communication. <input type="checkbox"/>

SUMMATIVE ASSESSMENT TASKS FOR TERM 3

Summative assessment for the unit «Work and Inventions»

Learning objectives	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 11.3.7 Use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics 11.6.3 Use a variety of adjectives complemented by that, infinitive and wh- clauses on a wide range of general and curricular topics
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Assessment criteria	<ul style="list-style-type: none">• Recognize most of the implied meaning in the talk while listening• Communicate effectively using target vocabulary and syntax appropriately• Apply adjective complementation appropriately while speaking
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Level of thinking skills	Knowledge, comprehension Application Higher order thinking skills
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Duration	20 minutes
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Listening

Task 1. You will hear five people talking about their first job. For each speaker choose the opinion about their first job (A-F). One opinion is EXTRA.

Speaker 1 _____	A. I felt I was helping people.
Speaker 2 _____	B. I found it surprisingly hard work.
Speaker 3 _____	C. I found the people I met interesting.
Speaker 4 _____	D. I liked having the opportunity to achieve my ambitions.
Speaker 5 _____	E. I felt I was learning useful skills.
	F. I detested some parts of the job more than others.

Speaking

Task 2. Discuss the following questions with your partner. Please, use adjectives complimented by that, infinitive or wh-clauses.

Student A	Student B
1. What kinds of job in science sound interesting? Why?	2. How well is science taught at school in your country?
3. How are scientists often shown in films and TV programmes? Is this fair?	4. What breakthroughs would you like to see scientists make?
5. What kind of jobs would be suitable for students in their free time or in their holidays? Why?	6. What kind of jobs would you be happy to do, and what jobs would you prefer not to do? Why (not)?
7. Do you think young people are more comfortable using modern technology than old people? Why (not)?	8. How do you think technology will change our lives in the future?
9. What are the advantages and disadvantages of working with your parents?	10. At what age should people be allowed to start working? Why?

Assessment criteria	Task№	Descriptor	Mark
		<i>A learner</i>	
Recognize most of the implied meaning in the talk while listening	1	chooses C;	1
		chooses E;	1
		chooses B;	1
		chooses A;	1
		chooses F;	1
Communicate effectively using target vocabulary and syntax appropriately Apply adjective complementation appropriately while speaking	2	uses target vocabulary and syntax appropriately;	1
		demonstrates the skills of using adjective complementation properly;	1
		gives a full response showing his or her opinion with supporting information;	1
		pronounces the words correctly;	1
		talks without pauses or hesitations.	1
Total marks			10

**Rubrics for providing information to parents on the result of
Summative Assessment for the unit «Work and Inventions»**

Learner's name: _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Recognize most of the implied meaning in the talk while listening	Experiences challenges in identifying implied meaning and answers questions incorrectly. <input type="checkbox"/>	Tries to recognize most of the implied meaning while listening and completing tasks properly. Makes some mistakes in answering the questions. <input type="checkbox"/>	Copes with listening task easily and recognizes all the specific information with implied meaning in the text. <input type="checkbox"/>
Communicate effectively using target vocabulary and syntax appropriately Apply adjective complementation appropriately while speaking	Provides content that is inaccurate and there are excessive grammatical errors. Uses vocabulary and question words most of the time incorrectly. Purpose isn't clear; needs a lot of help communicating; usually does not respond appropriately. <input type="checkbox"/>	Provides content that is relevant to the topic and there are few grammatical errors of agreement. Uses vocabulary and question words often consistently. Tries to communicate, but sometimes does not respond appropriately and clearly. <input type="checkbox"/>	Provides content that is accurate and there are few grammatical errors of agreement. Uses vocabulary and question words correctly. Stays on task most of the time and communicates effectively; almost always responds appropriately and always tries to develop the interaction. <input type="checkbox"/>

Transcript

Speaker 1: My first job was when I was a student. I worked part-time in a hospital and had to fetch them and wheel them to different hospital departments for treatment. It was hard physical work, you know, lifting people and helping them. But the thing I found most fascinating was chatting to the patients I had to collect. I think I learnt a lot from them in fact.

Speaker 2: I got my first job as an assistant receptionist in a hotel when I was just eighteen. They gave me lots of responsibility quite early on so I learned to do all sorts of things which you need for almost any job, really practical things like dealing with people, answering the phone correctly, maintaining the hotel database.

Speaker 3: Well this wasn't my first job, but it was what I'd call my first serious job. I worked behind the counter in a bank. Before starting, I'd expected the work to be quite routine until I was given more responsibility, but in fact it was very challenging right from the beginning.

Speaker 4: It wasn't a very well-paid job. I worked in a call centre for a large computer company and got phone calls from the people with problems. I felt at the time that I was doing something really useful because there were all these people phoning in with urgent problems to do with their computers.

Speaker 5: I did my first job for nearly fifteen years. After university I started working at the same school until just about a year ago. I have to say though I found teaching fun and challenging. On the other hand, I always had a great deal of homework to correct in the evenings and I hated that.

The listening task was adapted from the coursebook by Guy Brook-Hart "Complete First Certificate" 1e SB

Summative assessment for the units «Social change and Further Study» and «Reading for Pleasure»

Learning objectives	11.1.10	Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world
	11.4.6	Recognise the attitude, opinion or tone of the writer in extended texts on a range of more complex and abstract 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
	11.6.9	Use a wide variety of present and past forms, including a growing number of more nuanced contrasts [past and perfective aspect/simple and progressive aspect] on a wide range of general and curricular topics

Assessment criteria	<ul style="list-style-type: none">• Discuss the topic from various perspectives• Identify author's attitude and viewpoint in extended texts• Write coherent arguments to design a logically sequenced text• Apply a range of past and present forms properly
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Level of thinking skills	Knowledge and comprehension Application Higher order thinking skills
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Duration	20 minutes
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Reading

Task 1. You are going to read an article for American teenagers going overseas to study.

Studying Abroad

Have you always dreamt of travelling, meeting lots of different people, and maybe picking up a language or two? No matter what country you live in, you can fly over the world's highest waterfalls in Venezuela, learn world trade in Japan, study in France, or taking dancing lessons in Ghana.

How? You could join a study program abroad, where high school and college students live with a host family in a foreign country. Semester, summer, and year-long programs allow you to attend school, take intensive language courses, or perform community service in another country. Read on to learn more about study abroad programs.

Besides excitement of travel, you will experience new customs, holidays, foods, art, music, and politics firsthand. But perhaps more importantly, the different circumstances mean you will learn a lot not only about cultures and people but also about yourself. This is because your viewpoint will be of an active member of the community, not as a tourist.

Another reason for studying abroad is that you'll become more self-assured. Christina studied in Caracas, Venezuela, a city of 10 million people and a huge change from her hometown of 35.000! Christina says she learned how to be better at standing up for herself and her beliefs and to express herself in another language. What could give you more self-confidence than that? In addition, living away from home can also help you adjust in the transition to college and adulthood.

Although many academic programs abroad have academic requirements, you do not necessarily have to have the highest grades or marks to be eligible. And most do not have language requirements. Who you are is as important as your academic record. Study programs abroad look for students who are independent, self-assured, enjoy new experiences and different types of people, and can handle challenges.

If you really hate change and don't like the idea of figuring things out all on your own, then studying abroad may not be for you. It's important to be honest with yourself and really think about what you expect. You could end up having a miserable time if you don't!

Do the following statements reflect the claims the writer in the reading passage?

YES *If the statement reflects the claims of the writer*

NO *If the statement contradicts the claims of the writer*

NOT GIVEN *If it is impossible to say what the writer thinks about this*

1. The biggest world trading organizations are located in Japan. _____
2. The study abroad programs allow you to acquire a foreign language. _____
3. It takes a person at least a year to feel themselves as an active member of the local community. _____
4. The only reason for studying abroad is gaining self-confidence. _____
5. Studying abroad may be painful for people who are not ready for changes. _____

Writing

Task 2. You should write a short essay on the following topic. Please, organize your ideas logically and use a range of past and present forms appropriately.

People with higher education are more able to make a social change than people who do not have. Write your ideas for and against this statement.

Assessment criteria	Task№	Descriptor	Mark
		<i>A learner</i>	
Identify author's attitude and viewpoint in extended texts	1	writes "NG/NOT GIVEN";	1
		writes "Y/YES";	1
		writes "NG/NOT GIVEN";	1
		writes "N/NO";	1
		writes "Y/YES";	1
Write coherent arguments to design a logically sequenced text Apply a range of past forms properly	2	sequences information and ideas logically;	1
		uses a wide range of past and present forms (with very occasional errors);	1
		has good argumentation while discussing the topic from different perspectives.	1
Total marks			8

The reading task was adapted from the course book by Barbara Thomas and Amanda Thomas 'Complete First Certificate' WB, p.22

**Rubrics for providing information to parents on the result of
Summative Assessment for the units «Social change and Further Study» and «Reading for Pleasure»**

Learner's name: _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify author's attitude and viewpoint in extended texts	Experiences difficulties in identifying author's viewpoint and attitude and answers 1-2 questions correctly. <input type="checkbox"/>	Experiences some difficulties in identifying author's viewpoint and attitude and answers 3-4 questions correctly. <input type="checkbox"/>	Correctly identifies author's viewpoint and attitude and answers all questions correctly. <input type="checkbox"/>
Write coherent arguments to design a logically sequenced text Apply past a range of forms properly	Responds to the task in a minimal way, presents information and ideas, but these are not arranged logically and makes frequent grammatical errors in the use of past and present forms. <input type="checkbox"/>	Partially addresses the task, presents information with some argumentation, but there may be a lack of overall progression and makes some errors in the use of past and present forms. <input type="checkbox"/>	Fully addresses all parts of the task., skillfully manages argumentation and shows a good control in the use of past and present forms. <input type="checkbox"/>

SUMMATIVE ASSESSMENT TASKS FOR TERM 4

Summative assessment for the unit «Making Statements and Providing Information»

- Learning objectives**
- 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
 - 11.3.6 Navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics
 - 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

- Assessment criteria**
- Identify specific information in a talk
 - Use paraphrasing and correction to modify language and navigate talk
 - Apply a range of prepositional phrases while talking

- Level of thinking skills**
- Knowledge and comprehension
 - Application
 - Higher order thinking skills

Duration 20 minutes

Listening

Task 1. Listen to Julie giving a talk to students in her year about the time her father was on a television quiz show. For questions 1-5, complete the sentences with **NO MORE THAN TWO WORDS AND/OR A NUMBER**.

1. When Julia's father went to the show, he forgot to wear a _____.
2. He prepared for the show by learning large numbers of _____ from the press.
3. The contestants were asked questions on _____ during the show.
4. The show was broadcast almost _____ after it was recorded.
5. Julia's father won a _____ and a toy elephant.

Speaking

Task 2. Work in pairs. Choose one of the cards and discuss it with your partner. Student A agrees with the statement while Student B has to disagree. Please, use prepositional phrases properly and try to modify your speech through paraphrase and correction.

Card 1
Usually the messenger is more important than the message.

Card 2
People usually trust your body language than what you actually say.

Card 3
Making a social change starts from giving a good speech.

Card 4
You will be really successful if only you stand out from the crowd.

Card 5
Communication skill is the most significant feature for being prosperous.

Card 6
International disputes can always be solved by communication.

Assessment criteria	Task №	Descriptor	Mark
		<i>A learner</i>	
Identify specific information in a talk	1	writes “tie”;	1
		writes “trivial facts”;	1
		writes “general knowledge”;	1
		writes “two / 2 months”;	1
		writes “(big) television / TV”;	1
Use paraphrasing and correction to modify language and navigate talk Apply a range of prepositional phrases while talking	2	applies correction technique;	1
		applies paraphrasing technique;	1
		navigates talk appropriately;	1
		uses a range of prepositional phrases appropriately.	1
Total marks			9

**Rubrics for providing information to parents on the result of
Summative Assessment for the unit «Making Statements and Providing Information»**

Learner's name: _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify specific information in a talk	Experiences difficulties in identifying specific information and answers 1-2 questions correctly. <input type="checkbox"/>	Experiences some difficulties in identifying specific information and answers 3-4 questions correctly. <input type="checkbox"/>	Correctly identifies specific information and answers all questions correctly. <input type="checkbox"/>
Use paraphrasing and correction to modify language and navigate talk Apply a range of prepositional phrases while talking	Experiences challenges in using prepositional phrases making multiple errors. Hardly ever modifies language or navigates talk. <input type="checkbox"/>	Experiences some challenges in using prepositional phrases making some errors. Tries to modify language and navigate talk, but with some errors. <input type="checkbox"/>	Skillfully uses prepositional phrases making some slips. Appropriately modifies language and navigates talk. <input type="checkbox"/>

Transcript

So, I'm going to tell you about my dad's ten minutes of fame. It was when he starred on a TV show 'The Big Question' a few years ago and it happened like this.

My father took a hired car to – because ours was very old – and he drove to the TV studios. When he got there, he suddenly realized that he'd left his tie behind, so he had to ask the producer if they'd got a spare one at the studio he could borrow. Anyway, he was told he didn't need one. Oh, I forgot to say, he didn't really study for the show – you know, by reading encyclopedias and so on. He told me later that the only thing he'd done was what he always did in the evening, which was read the popular press that we hadn't sold during the day and pick up lots of trivial facts.

When the show started, I think my dad felt quite lucky and very surprised to be able to answer his questions, which were all about general knowledge and nothing too specialist, because he actually managed to win. The show was recorded and came on nearly two months later and we almost missed it because we'd almost forgotten about it by then.

My dad won a big television with a wide screen – we've still got it at home, and it's great for the football – and a big fluffy elephant, which he gave to me. So that was my dad's ten minutes of fame. I wonder what mine will be.

The listening task was adapted from the course book by Guy Brook-Hart 'Complete First' 2nd edition SB, p.88

Summative assessment for the unit «Clothes Journey»

Learning objectives	11.1.8 Develop intercultural awareness through reading and discussion
	11.4.7 Recognise patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics
	11.5.3 Write with grammatical accuracy on a wide range of general and curricular topics
	11.5.6 Write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics

Assessment criteria	<ul style="list-style-type: none">• Read and discuss fashion industry in different cultures• Recognize the logical development of the parts of the text• Demonstrate the ability to write grammatically correct sentences on familiar topics• Connect sentences into a logical ranged paragraph
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Level of thinking skills	Knowledge and comprehension Application Higher order thinking skills
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Duration	20 minutes
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Reading

Task 1. Read the text about production of silk and complete the task.

The story of silk

Silk is a fine, smooth material produced from the cocoons - soft protective shells - that are made by mulberry silkworms (insect larvae). Legend has it that it was Lei Tzu, wife of the Yellow Emperor, ruler of China in about 3000 BC, who discovered silkworms. One account of the story goes that as she was taking a walk in her husband's gardens, she discovered that silkworms were responsible for the destruction of several mulberry trees. She collected a number of cocoons and sat down to have a rest. It just so happened that while she was sipping some tea, one of the cocoons that she had collected landed in the hot tea and started to unravel into a fine thread. Lei Tzu found that she could wind this thread around her fingers. Subsequently, she persuaded her husband to allow her to rear silkworms on a grove of mulberry trees. She also devised a special reel to draw the fibres from the cocoon into a single thread so that they would be strong enough to be woven into fabric. While it is unknown just how much of this is true, it is certainly known that silk cultivation has existed in China for several millennia.

Originally, silkworm farming was solely restricted to women, and it was they who were responsible for the growing, harvesting and weaving. Silk quickly grew into a symbol of status, and originally, only royalty were entitled to have clothes made of silk. The rules were gradually relaxed over the years until finally during the Qing Dynasty (1644—1911 AD), even peasants, the lowest caste, were also entitled to wear silk. Sometime during the Han Dynasty (206 BC-220 AD), silk was so prized that it was also used as a unit of currency. Government officials were paid their salary in silk, and farmers paid their taxes in grain and silk. Silk was also used as diplomatic gifts by the emperor. Fishing lines, bowstrings, musical instruments and paper were all made using silk. The earliest indication of silk paper being used was discovered in the tomb of a noble who is estimated to have died around 168 AD.

Complete the notes below. Choose ONE WORD ONLY from the passage for each answer.

Early silk production in China

- Around 3000 BC, according to legend:
 - silkworm cocoon fell into emperor's wife's **1**
 - emperor's wife invented a **2** to pull out silk fibres
- Only **3** were allowed to produce silk
- Only **4** were allowed to wear silk
- Silk used as a form of **5**
 - e.g. farmers' taxes consisted partly of silk
- Silk used for many purposes
 - e.g. evidence found of **6** made from silk around 168 AD

Writing

Task 2. Write a short essay on the topic '*The clothing and fashion industry have a big influence on people. Is this a good or bad thing?*'

Use a range of grammar structure appropriately and organize your ideas coherently.

Assessment criteria	Task№	Descriptor	Mark
		<i>A learner</i>	
Recognize the logical development of the parts of the text	1	writes “tea” for the 1 st gap;	1
		writes “reel” for the 2 nd gap;	1
		writes “women” for the 3 rd gap;	1
		writes “royalty” for the 4 th gap;	1
		writes “currency” for the 5 th gap;	1
		writes “paper” for the 6 th gap;	1
Demonstrate the ability to write grammatically correct sentences on familiar topics Connect sentences into a logical ranged paragraph	2	provides answer on topic;	1
		uses a range of grammar structures;	1
		conveys ideas clearly;	1
		links ideas logically and clearly.	1
Total marks			10

Retrieved from: <https://www.ielts-mentor.com/reading-sample/academic-reading/2597-ielts-academic-reading-the-story-of-silk>

**Rubrics for providing information to parents on the result of
Summative Assessment for the unit «Clothes Journey»**

Learner's name: _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Recognize the logical development of the parts of the text	Experiences difficulties in recognizing the logical development of the parts of the text and answers 1-2 questions correctly. <input type="checkbox"/>	Experiences some difficulties in recognizing the logical development of the parts of the text and answers 3-4 questions correctly. <input type="checkbox"/>	Correctly identifies the logical development of the parts of the text and answers all questions correctly. <input type="checkbox"/>
Demonstrate the ability to write grammatically correct sentences on familiar topics Connect sentences into a logical ranged paragraph	Experiences difficulties in writing task. Uses most of the linking devices inappropriately. Has many grammar inaccuracies. <input type="checkbox"/>	Ideas are generally organized. Makes a number of errors in grammar, but it does not impede communication. <input type="checkbox"/>	Satisfies the task, connects all ideas to task, and exhibits a logical and coherent sequence of ideas throughout. Writes with grammar accuracy. <input type="checkbox"/>

