**Specification of Summative Assessment for term on the subject “English language”**

**Grade 6**

Contents

[1. Aim of the Summative Assessment for the term 3](#_Toc514237364)

[2. The document defining the content of the Summative Assessment for the term 3](#_Toc514237365)

[3. Expected outcomes on the subject “English language”, Grade 6 3](#_Toc514237366)

[4. Level of thinking skills on the subject “English language”, Grade 6 4](#_Toc514237367)

[5. Administration rules 6](#_Toc514237368)

[6. Moderation and marking 6](#_Toc514237369)

[SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 1 7](#_Toc514237370)

[SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 2 20](#_Toc514237371)

[SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 3 33](#_Toc514237372)

[SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 4 47](#_Toc514237373)

1. Aim of the Summative Assessment for the term

Summative assessment 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 secondary education content.

Specification describes the content and procedure for the delivery of the Summative Assessment for the term in “English language” in Grade 6.

1. **The document defining the content of the** Summative Assessment for the term

The Subject Programme for "English language" for 5-9 grades of secondary education on the updated content.

1. **Expected outcomes on the subject “English language”, Grade 6**

**Content**

A learner develops skills needed for success in a range of academic subjects such as using speaking and listening skills to solve problems, organising information clearly for others and developing intercultural awareness through reading and discussion.

**Listening**

A learner understands the main ideas of texts on curricular topics; identifies essential facts distinguishing them from non-essential; understands details within the framework of familiar topics; formulates complex questions based on listening material in order to obtain additional information; deduces the meaning of listening material using context clues; identifies specific information within the framework of familiar topics; recognizes inconsistencies in arguments within the framework of familiar topics.

**Speaking**

A learner conveys the main ideas of a text within the framework of familiar topics logically organizing events; uses the formal and informal registers; presents information within the framework of familiar topics; predicts the content of a text using the heading, pictures, key words, extracts within the framework of familiar topics; asks simple and complex questions to obtain specific information; interacts with peers (in a pair, group) to fulfill learning tasks; compares and contrasts texts within the framework of familiar topics; expresses and opinion providing arguments.

**Reading**

A learner identifies the main ideas of texts and details in texts of a range of styles and genres within the framework of familiar topics; uses a range of information sources (reference materials, dictionaries, the Internet); recognizes specific information in a text and a range of styles and genres within the framework of familiar topics; predicts the content of a text using the heading, pictures, key words, extracts; identifies the attitude and opinion of the author; evaluates information from different texts.

**Writing**

A learner fills in tables, diagrams, schemes, questionnaires, forms; plans, writes, edits and proofreads texts within the framework of familiar topics; makes notes based on a text according to a communicative task; describes real and/or imagined events of the past, present, and future using the knowledge of topics studied before; links and coordinates sentences and paragraphs in a text within the framework of familiar topics; correctly uses punctuation in a text within the framework of familiar topics; creates texts of a range of styles and genres using appropriate rules and layout.

**Use of English**

A learner expresses him/herself using a good lexical range and variety of language with a generally high degree of accuracy. A learner develops ability to use a range of past, present and future forms and a wider range of modals.

1. **Level of thinking skills on the subject “English language”, Grade 6**

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **Level of thinking skills** | **Description** | **Recommended type of question** |
| Listening | Knowledge and comprehension | Understand longer sequences of supported classroom instructions;  recognise more complex supported questions which ask for personal information;  identify more complex supported questions on a growing range of general and curricular topics;  recognise with limited support the main points of extended talk;  understand most specific information and detail of supported, short talk;  recognise supported narratives including some extended talk, on a range of general and curricular topics;  understand narratives including some extended talk | Questions with multiple choice answers.  Questions that require short answers.  Questions that require detailed answer. |
| Higher order thinking skills | recognise the opinion of the speaker(s) in supported extended talk;  deduce meaning from context in supported short talk on a range of general and curricular topics. |
| Speaking | Application | Ask simple questions to get information about a growing range of general topics;  use appropriate subject-specific vocabulary and syntax to talk; | Questions that require short answers.  Questions that require detailed answer. |
| Higher order thinking skills | provide basic information about themselves and others at discourse;  give an opinion at sentence and discourse level on an increasing range of general and curricular topics;  respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;  keep interaction going in longer exchanges on a range of general and curricular topics;  communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges;  recount some extended stories and events on a limited range of topics. |
| Reading | Knowledge and comprehension | Understand the main points in a growing range of short, simple texts;  understand independently specific information and detail in short, simple texts;  understand the detail of an argument, including some extended texts;  recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; | Questions with multiple choice answers.  Questions that require short answers.  Questions that require detailed answer. |
| Application | read independently a limited range of short simple fiction and non-fiction texts;  use independently familiar paper and digital reference resources to check meaning and extend understanding; |
| Higher order thinking skills | deduce meaning from context, including some extended texts;  recognise typical features at word, sentence and text level in a range of written genres;  recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics. |
| Writing | Application | Write with some support topics with some paragraphs to give basic personal information;  link sentences into coherent paragraphs using basic connectors on a range of familiar general topics and some curricular topics;  use with some support appropriate layout at text level;  spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics;  punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy; | Questions that require short answers.  Questions that require detailed answer. |
| Higher order thinking skills | plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics;  write with some support about real and imaginary past events, activities and experiences;  write with some support about personal feelings and opinions;  develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres. |
| Use of English | Application | Use:  basic abstract nouns and compound nouns and noun phrases describing times and location;  quantifiers including *more, little, few less, fewer not as many, not as much;*  common participles as adjectives and order adjectives correctly in front of nouns;  a variety of determiners including *all, other;*  questions including questions *with whose, how often, how long* and a growing range of tag questions;  a variety of personal, demonstrative and quantitative pronouns including *someone, somebody, everybody, no one*. Simple perfect forms to express indefinite and unfinished past [with for and since];  future form will to make offers, promises, and predictions;  appropriately an increased variety of present and past simple active and some passive forms. Present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions;  common impersonal structures with: *it, there;*  an increased variety of adverbs, including adverbs of degree *too, not enough, quite, rather*;  modal forms including *mustn’t* (prohibition) *need* (necessity) *should* (for advice);  an increased variety of prepositions of time, location and direction; *by* and *with* to denote agent and instrument;  prepositions before nouns and adjectives in common prepositional phrases;  common verbs followed by infinitive verb / verb + ing patterns; infinitive of purpose;  conjunctions *if, when, where, so, and, or, but, because, before, after* to link parts of sentences in short texts. Subordinate clauses following *think, know, believe, hope, say, tell*; use subordinate clauses following sure, certain: defining relative clauses with *which who that where*. |  |

# 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.

If learners finish listening (reading) section earlier than 10 minutes they can feel free to come to next section.

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 the summative assessment– 40 minutes**

Listening – 10 minutes

Reading – 10 minutes

Writing – 20 minutes

Speaking task is conducted separately.

**Total marks- 22**

**The structure of the summative assessment**

This Summative Assessment consists of 12 questions: listening, reading, writing and speaking. Different types of tasks are used in the Summative Assessment for the term.

Multiple choice tasks consist of several possible answers from which the correct one should be selected.

Gap filling tasks is a task in which words/numbers are removed from a text and replaced with spaces. Learners have to fill each space with the missing word/number or a suitable word.

True/False tasks require learners to indicate whether the provided option right or wrong.

Open-ended tasks require learners follow instructions of the task, answer questions in words, expressions and sentences.

Tapescript for listening task can be found in CD3. Also it can be found after the mark scheme.

The content of the summative assessment for the 1 term should be selected on topics “Our Class” and “Helping and Heroes”.

**Characteristic of tasks for summative assessment for the 1 term**

| **Unit** | **Strand** | **Learning objective** | **\*Total number of questions** | **\*Questions №** | **\*Type of question** | **\*Task description** | **Time** | **Total marks** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Our Class  Helping and Heroes | Listening | 6.2.5.1 (6.L5) Understand most specific information and detail of supported, extended talk on a range of general and curricular topics | 5 | 1  2  3  4  5 | Multiple choice  Gap filling | Each learner works individually. The task enables learners to find specific information in extended talk. Learners listen to the recording twice on topic ‘Our class’, having a chance to look through the questions before the recording starts (1-2 min to read the questions before the recording starts). The task consists of 5 questions. Learners choose the right option for questions 1-3 and complete the gaps for questions 4-5 with no more than 1 word while listening. | 10 minutes | 5 |
| Reading | 6.4.1.1 (6.R1) Understand the main points in a growing range of short, simple texts on general and curricular topics curricular topics | 5 | 1  2  3  4  5 | Open ended  True / False | Each learner works individually. The task enables learners to identify the main points of the text.  Learners read the text on topic ‘Helping and Heroes’ and answer the questions. This task consists of 5 questions with one possible answer. In questions1-3 learners answer open ended questions. In questions 4-5 learners indicate sentences for True and False statements according to the text. | 10 minutes | 5 |
| Writing | 6.5.1.1 (6.W1) Plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics  6.5.3.1 (6.W3) Write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics | 1 | 1 | Open ended | Each learner works individually. Learners should choose one topic. They should write on topics ‘Our class’ or ‘Helping and Heroes’. They should answer the questions in full sentences expressing their feelings on topic. Writing tasks can be differentiated by using pictures as a support for learners. Teachers can use own pictures for writing tasks which are familiar to learners as a support. | 20 minutes | 6 |
|  | Speaking | 6.3.1.1 (6.S1) Provide basic information about themselves and others at discourse level on a range of general topics  6.3.3.1 (6.S3) Give an opinion at sentence and discourse level on an increasing range of general and curricular topics | 1 | 1 | Open ended | Learners pair up and have a two-way conversation on topics: ‘Our class’, ‘Helping and Heroes’. They have 1 minute to prepare and 2 minutes to talk on the topic. Learners are provided with some questions for a discussion. They provide own points of view on topics, ask questions to clarify the answers and get the needed information, explaining and justifying their positions and answers.  Teacher can feel free to use topical pictures (from own teacher’s resources/ classroom set of pictures) to help learners to develop imagination. Teacher can cut the number of the questions from the card or ask additional questions to support learners if necessary. | Each pair talks for 2 minutes. | 6 |
| **TOTAL:** |  |  |  |  |  |  | **40 minutes(excluding Speaking)** | **22** |
| Note: \* - sections that can be changed | | | | | | | | |

**Sample questions and mark scheme**

**Tasks for the Summative Assessment for the term 1**

**Listening**

**Task.** Listen to the talk with Ben and Katy twice.

*CD3. Tapescript 1.And transcript for listening task can be found after the mark scheme.*

**Choose the correct option to complete the sentences**

1. Ben… [1]
2. does not study
3. studies and does well
4. studies but does not do well
5. does not go to school
6. Ben usually studies… [1]
7. in the library
8. at home
9. in his friend’s house
10. in the park
11. On Ben’s desk there are… [1]
12. papers, books and pens
13. pencils, books and pens
14. a pencil case and pens
15. copybooks and a laptop

**Fill in the gaps with ONE WORD only.**

1. Katy: Have lots of breaks. I always \_\_\_\_\_\_\_\_\_\_\_ for thirty minutes. Then I have a break for five minutes. [1]
2. Ben: I never have a \_\_\_\_\_\_\_\_\_\_\_\_. I sometimes study for two or three hours. [1]

**Total [5]**

**Reading**

**Task.** Read the article about London police.

**The History of the London Police**

In 1700 London had no policemen at all. A few men protected the city streets at night.

Many people were poor and there were so many thieves who stole money in the streets that people stayed in their homes as much as possible.

In 1750, Henry Fielding started to pay a group of people to stop thieves. They were like policemen and were called ‘Bow Street Runners’ because they worked near Bow Street.

Fifty years later, there were 120 Bow Street Runners, but London had become very big and needed more policemen. In 1829, the first London Police Force was started with 3000 officers. Most of the men worked on foot, but a few rode horses.

Today, London police are quite well paid and for the few police officers who still ride horses, the pay is even better than for the others.

**Answer the questions.**

1. Why did people stay in their homes as much as possible? [1]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How did “Bow Street Runners” get their name? [1]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Choose True or False.**

1. In 1800, there were not enough policemen in London. [1]

True False

1. All of the first 3000 London Police Force rode horses. [1]

True False

1. Today, police officers who work with horses are paid more than their colleagues.

True False [1]

**Total [5]**

**Writing**

****Task. Choose ONE of the topics below.

**Topic 1.** Our class

Think about your favourite class. Give some information about the subject and classmates.

* What is your favourite subject? Why?
* What does a person do to be good at school?
* Do you enjoy spending time with your classmates? Why?
* What clubs or sport activities do you like most at your school? Why?

**Topic 2.** Helping and Heroes

Think about heroes of modern life. Give some information about any hero.



* Who do you think is a hero of modern life? Why?
* What does a hero do?
* Why do heroes enjoy helping the other people?
* Who is your superhero or a hero in real life? Why?

**Total [6]**

**Speaking**

Task. Work in pairs. Choose one of the cards and make a dialogue with a partner. Give own opinion on topic, ask questions, explain your position and answer your partners’ questions.

You have 1 minute to prepare and 2 minutes to talk.

**Card 1.Discuss with your partner the topic ‘Our class’. The following questions will help you to organize your talk:**

1. What grade are you in?
2. Do you have to wear a uniform?
3. What is your favourite subject at school?
4. What do you usually do after school?
5. Do you enjoy studying?

**Card 2. Discuss with your partner the topic ‘Our class’. The following questions will help you to organize your talk:**

1. What do you like about your classroom?
2. What colour of classroom walls is the best for you?
3. Can you describe your classroom in five words? What are they?
4. What are five things you don’t like about your classroom?
5. What are five things you would like to change in your classroom?

**Card 3. Discuss with your partner the topic ‘Our class’. The following questions will help you to organize your talk:**

1. How many students are there in your class?
2. Describe two of your classmates who attend your class
3. What subjects are you good at?
4. What subjects are you bad at?
5. Do you study a foreign language at school?

**Card 4. Discuss with your partner the topic ‘Our class’. The following questions will help you to organize your talk:**

1. Are good grades important to student?
2. Which subject do you enjoy studying? Why?
3. What are the qualities of a good student?
4. How much free time do you have at school?
5. Do you go to any clubs at your school? What are they?

**Card 5. Discuss with your partner the topic ‘Helping and Heroes’. The following questions will help you to organize your talk:**

1. Do you believe in superheroes?
2. Who is your favourite male superhero? Why?
3. Who is your favourite female superhero? Why?
4. Do you think people need superheroes?
5. Do you want to be a superhero? Why?

**Card 6. Discuss with your partner the topic ‘Helping and Heroes’. The following questions will help you to organize your talk:**

1. Do you usually help other people?
2. What do you usually do to help other people?
3. How often do you help other people?
4. Who do you usually help?
5. Why do you think you should help other people?

**Card 7. Discuss with your partner the topic ‘Helping and Heroes’. The following questions will help you to organize your talk:**

1. How can you help people in need?
2. How can you help the elderly people?
3. Did you do it alone, with friends or with your family?
4. Did you make new friends while you were doing the work?
5. How did you feel after finishing the work?

**Card 8. Discuss with your partner the topic ‘Helping and Heroes’. The following questions will help you to organize your talk:**

1. Did someone ever help you?
2. Who helped you?
3. When it happened?
4. Why did he / she help you?
5. How did you feel after this?

**Total [6]**

**Total marks\_ /22**

**Mark scheme**

**Listening and Reading**

|  |  |  |  |
| --- | --- | --- | --- |
| **№** | **Answer** | **Mark** | **Additional information** |
| 1  2  3  4  5 | C | 1 |  |
| B | 1 |  |
| A | 1 |  |
| study | 1 |  |
| break | 1 |  |
| 1  2  3  4  5 | There were many thieves | 1 | Any other answers are acceptable if they answer the questions correctly. The answer can be shorter. |
| because they worked near Bow Street | 1 |
| False | 1 |  |
| False | 1 |  |
| True | 1 |  |
| **Total marks** | | **10** |  |

**CRITERIA FOR MARKING WRITING\***

Give a mark out of 6 for each criterion (content, organization, vocabulary and spelling, and grammar and punctuation), and then calculate a mean to give an overall total out of 6.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mark / Criterion** | **Content: relevance, style and register, and development of ideas** | **Organization: cohesion, paragraphing, and format** | **Vocabulary and Spelling** | **Grammar and Punctuation: range and 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 range of basic connectors correctly and attempts to use referencing, but not always clearly or appropriately. * 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, but may be modified for a better reading experience. | * Uses a range of everyday vocabulary appropriately; attempts to use less common lexical items with occasional errors. * 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 some variety in length. * May attempt some complex sentences, but they tend to be less accurate, including punctuation. * Errors in grammar and/or punctuation do not distort meaning. |
| **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 addressed, but their development may be slightly imbalanced. | * Uses a range of basic connectors correctly. * Uses paragraphs to separate 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. | * Uses a range of everyday vocabulary appropriately; attempts to use 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 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. | * 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. |
| **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 some basic connectors, but these may be inaccurate or repetitive. * 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 a very limited range of basic cohesive devices correctly. * 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, which are minimally addressed. | * May use a very limited range of basic cohesive devices, and those used may not indicate a 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. | * Uses an extremely limited range of vocabulary. * Has very limited control of 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. | * Writes some simple sentence forms correctly. * Frequent errors in grammar 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 Writing may be adapted by teacher according to the type and format of writing. Teacher can assess learners’ work using some of the criteria from each column. There is no need to take into account all the points of the criteria.

**CRITERIA FOR MARKING SPEAKING\***

Give a mark out of 6 for each criterion (development and fluency, grammar and vocabulary), and then calculate a mean to give an overall total out of 6.

|  |  |  |
| --- | --- | --- |
| **Mark / Criterion** | **Development and Fluency** | **Grammar and Vocabulary** |
| **6** | * 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. * Attempts some 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** | * 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** | * 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. * May not follow English intonation patterns at times. | * 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. |
| **3** | * 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 ratable language. | |

\*Criteria for Marking Speaking may be adapted by teacher according to the format of speaking. Teacher can assess learners’ work using some of the criteria from each column. There is no need to take into account all the points of the criteria.

**Term 1.** Transcript for listening task.

Ben: You always get good marks at school. You’re lucky! I study but I don’t always get good marks.

Katy: I’m not lucky! I know how to study. I always do three things. Do you want to know them?

Ben: Yeah, please!

Katy: OK, number one. Always study in a quiet place.

Ben: I usually study in my bedroom. It’s very quiet.

Katy: Number two. Have a clear desk!

Ben: Right. A clear desk. My desk isn’t clear. There are lots of papers and books and pens on it.

Katy: Well, that isn’t very good!

Ben: What’s tip number three?

Katy: Have lots of breaks. I always study for thirty minutes. Then I have a break for five minutes. I move my arms and legs and drink some water. Then I study again for thirty minutes.

Ben: I never have a break. I sometimes study for two or three hours.

Katy: That isn’t a good idea! It’s important to get up and move your body.

Ben: OK. Thanks. Next time I think I can get good marks! *Copyright: learnenglishteens.britishcouncil.org*

## SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 2

**Review of summative assessment for term 2**

**Duration of the summative assessment– 40 minutes**

Listening – 10 minutes

Reading – 10 minutes

Writing – 20 minutes

Speaking task is conducted separately.

**Total marks- 22**

**The structure of the summative assessment**

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

True/False tasks require learners to indicate whether the provided option right or wrong.

Gap filling tasks is a task in which words/numbers are removed from a text and replaced with spaces. Learners have to fill each space with the missing word/number or a suitable word.

Multiple selection tasks require learners to choose a set number of things mentioned in a text from a wide range of options.

Sentence completion tasks require learners to complete the sentence with suitable information taken from the text following the sentence structure.

Open-ended tasks require learners follow instructions of the task, answer questions in words, expressions and sentences.

Transcript for listening task can be found after the mark scheme.

The content of the summative assessment for the 2 term should be selected on topics “Our Countryside” and “Drama and Comedy”.

**Characteristic of tasks for summative assessment for the 2 term**

| **Unit** | **Strand** | **Learning objective** | **\*Total number of questions** | **\*Question №** | **\*Type of question** | **\*Task description** | **Time** | **Total marks** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Our Countryside  Drama and Comedy | Listening | 6.2.6.1 (6.L6) Deduce meaning from context in supported extended talk on a range of general and curricular topics | 5 | 1  2  3  4  5 | True / False  Gap filling | Each learner works individually. The task enables learners to deduce meaning in extended talk.  Learners listen to the recording twice on topic ‘Drama and Comedy’, having a chance to look through the questions before the recording starts (1-2 min to read the questions before the recording starts). The task consists of 5 questions. Learners choose the right option for questions 1-3 and complete the sentences with one word for questions 4-5. | 10 minutes | 5 |
| Reading | 6.4.3.1 (6.R3) Understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts | 5 | 1  2  3  4  5 | Multiple selection  Sentence completion | Each learner works individually. The task enables learners to identify the detail of an argument from the text. Learners read the text on topic ‘Our Countryside’ and answer the questions. This task consists of 5 questions. In questions1-3 learners choose three things mentioned in a text from a wide range of options. In questions 4-5 learners complete the sentences following the structure. | 10 minutes | 5 |
| Writing | 6.5.2.1 (6.W2) Write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics  6.5.8.1 (6.W8) Spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics  6.6.14.1 (6.UE14) Use an increased variety of prepositions of time, location and direction; use by and with to denote agent and instrument; use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics | 1 | 1 | Open ended | Each learner works individually.  Learner should choose one topic. They should write on topics ‘Our countryside’ or ‘Drama and Comedy’.  They should write with the support of questions about real past events, activities and experiences, spell high-frequency vocabulary accurately and use prepositions of time, location and direction. Learners are required to follow the structure and answer the questions in full sentences.  Writing tasks can be differentiated by using pictures as a support for learners. Teachers can use own pictures for writing tasks which are familiar to learners. | 20 minutes | 6 |
|  | Speaking | 6.3.7.1 (6.S7) Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics | 1 | 1 | Open ended | Learners prepare an individual talk on topics: ‘Our countryside’, ‘Drama and Comedy’. They have 1 minute to prepare and 1-2 minutes to talk on the topic. Learners are provided with some questions to organize a monologue. They should provide own experience on topics, using appropriate subject-specific vocabulary.  Teacher can feel free to use topical pictures (from own teacher’s resources/ classroom set of pictures) to help learners to develop imagination. Teacher can cut the number of the questions from the card or ask additional questions to support learners if necessary. | Each learner talks for 1-2 minutes. | 6 |
| **TOTAL:** |  |  |  |  |  |  | **40 minutes (excluding Speaking)** | **22** |
| Note: \* - sections that can be changed | | | | | | | | |

**Sample questions and mark scheme**

**Tasks for the Summative Assessment for the term 2**

**Listening**

**Task.** Listen to the conversation between Harry and Elizabeth twice.

*Transcript for listening task can be found after the mark scheme. Teacher reads the transcript.*

**Mark sentences as True or False.**

1. A horror movie is scary. [1]

True False

1. Harry likes movies about love. [1]

True False

1. Harry really hates action and adventure movies. [1]

True False

**Fill in the gaps with ONE word.**

1. Musicals do not sound too \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for Harry. [1]

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. I heard it's pretty exciting because nobody can guess who the \_\_\_\_\_\_\_\_\_\_\_\_\_ [1]

**\_\_\_\_\_\_\_\_\_** is.

**Total [5]**

**Reading**

**Task.** Read the text about Alex’s hometown.

**My town – Newquay**

Newquay is a small town on the Atlantic coast in the south of England. It has got great beaches and is the best place to surf in the United Kingdom. There are lots of surf schools where you can learn how to surf. I go surfing with my friends every weekend.

I love Newquay because there are lots of other things to do as well as surfing. If you like water sports, you can go kayaking, water-skiing or coasteering. Coasteering involves rock climbing, jumping into the sea and swimming in the same activity. So, you should always go with a special instructor.

If you like animals you can also visit the Blue Reef Aquarium and see lots of different fish and even sharks. You can also go horse riding on the beach or visit Newquay Zoo. There are lots of other attractions too like mini golf and bowling.

**Circle the 3 things Alex writes about.**

1. Rainy weather in Newquay
2. Water activities in Newquay
3. Interesting history of Newquay
4. Water attraction to visit in Newquay
5. Tasty meals in Newquay
6. Location of Newquay in England [3] [

**Complete the sentences below, follow the sentence structure:**

4. Alex likes Newquay because he can go … [1]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. While coasteering you should always take a special instructor with you because it involves… [1]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Total [5]**

**Writing**

****Task. Choose ONE of the topics below. Follow the tips for writing.

* Answer all the questions.
* Spell topical vocabulary accurately.
* Use prepositions of time, location and direction.

**Topic 1.** Our countryside

Think about your home place (home town or village) and write some information about it.

* Where do you live? Write about its location.
* Do you like this town / village? Why?
* What is your favourite place in this town / village? Where is it located?
* What can you do in your home town / village? Write about some winter or summer activities and sports.

**Topic 2.** Drama and comedy

Think about your genre preferences and write some information about your experience.

* Do you like watching films on the weekdays or on Sundays? Why?
* Can you name your favourite cinema? Where is it located?
* How do you usually get to your favourite cinema?
* What is your favourite movie? Why do you like it?

**Total [6]**

**Speaking**

Task. Choose one of the cards and prepare an individual talk. Provide own experience on topics, using appropriate subject-specific vocabulary. You have 1 minute to prepare and 1-2 minutes to talk.

**Card 1. Prepare an individual talk on the topic ‘Our countryside’. The following questions will help you to organize your talk:**

1. Do you know your hometown/village well?
2. Where is it situated?
3. What does it look like?
4. Do tourists like to visit your town/village?
5. Is your hometown a good place to live in? Why / Why not?

**Card 2. Prepare an individual talk on the topic ‘Our countryside’. The following questions will help you to organize your talk:**

1. What is your favourite place in the countryside?
2. Where is it located?
3. What is special about it?
4. What can you do in this area?
5. Why do you like it?

**Card 3. Prepare an individual talk on the topic ‘Our countryside’. The following questions will help you to organize your talk:**

1. What is the most interesting part of your hometown/village?
2. What jobs are popular in your hometown / village?
3. Is your home town / village changing?
4. Is it a good place to live? Why?
5. What can you change to make it better to live in?

**Card 4. Prepare an individual talk on the topic ‘Our countryside’. The following questions will help you to organize your talk:**

1. Do you live in a town or village?
2. What kind of place is it?
3. Do you like living there?
4. What are the main tourist attractions in your home town / village?
5. What place there do you like best? Why?

**Card 5. Prepare an individual talk on the topic ‘Drama and Comedy’. The following questions will help you to organize your talk:**

1. Who are the famous actors and musicians in your country? Why do you think so?
2. Who are your favourite actors and actresses?
3. Why do you think so?
4. Who is your favourite producer?
5. Why do people like watching comedies?

**Card 6. Prepare an individual talk on the topic ‘Drama and Comedy’. The following questions will help you to organize your talk:**

1. What is the most popular cartoon among teenagers?
2. Do you like it? Why or why not?
3. Who do you usually watch it with?
4. Do your friends like watching this cartoon?
5. Why do children prefer watching cartoons?

**Card 7. Prepare an individual talk on the topic ‘Drama and Comedy’. The following questions will help you to organize your talk:**

1. What is your favourite comedy show?
2. Can you give its name and actors?
3. What is the program about?
4. How often do you watch it?
5. Why do you like it?

**Card 8. Prepare an individual talk on the topic ‘Drama and Comedy’. The following questions will help you to organize your talk:**

1. Do you have a favourite animal TV show?
2. What is the name of this animal TV show?
3. Why do you like it?
4. Who do you usually watch it with?
5. How did you feel after watching it?

**Total [6]**

**Total marks\_ /22**

**Mark scheme**

**Listening and Reading**

|  |  |  |  |
| --- | --- | --- | --- |
| **№** | **Answer** | **Mark** | **Additional information** |
| 1  2  3  4  5 | True | 1 |  |
| False | 1 |  |
| False | 1 |  |
| exciting | 1 |  |
| killer | 1 |
| 1  2  3  4  5 | B) Water activities in Newquay | 1 | In any order |
| D) Water attraction to visit in Newquay | 1 |
| F) Location of Newquay in England | 1 |
| surfing | 1 |  |
| rock climbing, jumping into the sea, swimming | 1 | Any of the three or all together |
| **Total marks** | | **10** |  |

**CRITERIA FOR MARKING WRITING\***

Give a mark out of 6 for each criterion (content, organization, vocabulary and spelling, and grammar and punctuation), and then calculate a mean to give an overall total out of 6.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mark / Criterion** | **Content: relevance, style and register, and development of ideas** | **Organization: cohesion, paragraphing, and format** | **Vocabulary and Spelling** | **Grammar and Punctuation: range and 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 range of basic connectors correctly and attempts to use referencing, but not always clearly or appropriately. * 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, but may be modified for a better reading experience. | * Uses a range of everyday vocabulary appropriately; attempts to use less common lexical items with occasional errors. * 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 some variety in length. * May attempt some complex sentences, but they tend to be less accurate, including punctuation. * Errors in grammar and/or punctuation do not distort meaning. |
| **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 addressed, but their development may be slightly imbalanced. | * Uses a range of basic connectors correctly. * Uses paragraphs to separate 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. | * Uses a range of everyday vocabulary appropriately; attempts to use 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 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. | * 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. |
| **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 some basic connectors, but these may be inaccurate or repetitive. * 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 a very limited range of basic cohesive devices correctly. * 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, which are minimally addressed. | * May use a very limited range of basic cohesive devices, and those used may not indicate a 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. | * Uses an extremely limited range of vocabulary. * Has very limited control of 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. | * Writes some simple sentence forms correctly. * Frequent errors in grammar 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 Writing may be adapted by teacher according to the type and format. Teacher can assess learners’ work using some of the criteria from each column. There is no need to take into account all the points of the criteria.

**CRITERIA FOR MARKING SPEAKING\***

Give a mark out of 6 for each criterion (development and fluency, grammar and vocabulary), and then calculate a mean to give an overall total out of 6.

|  |  |  |
| --- | --- | --- |
| **Mark / Criterion** | **Development and Fluency** | **Grammar and Vocabulary** |
| **6** | * 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. * Attempts some 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** | * 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** | * 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. * May not follow English intonation patterns at times. | * 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. |
| **3** | * 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 ratable language. | |

\*Criteria for Marking Speaking may be adapted by teacher according to the format of speaking. Teacher can assess learners’ work using some of the criteria from each column. There is no need to take into account all the points of the criteria.

**Term 2.** Transcript for listening task

Harry: Hey, Elizabeth, how would you like to go see a movie tonight?  
Elizabeth: Sounds great! What would you like to see?  
Harry: I don't know... how about that new horror movie at the Arlington Theater?   
Elizabeth: Oh, I heard about that. It sounds a little scary to me. I'm more into romantic movies. Or maybe a romantic comedy.   
Harry: No way! I hate that kind of stuff!   
Elizabeth: Really? Well then, what kinds of movies do you like?  
Harry: I guess I'm really into action and adventure type of movies.   
Elizabeth: Oh yeah, well I guess they are okay, as long as they aren't too bloody. I also heard about this great new musical that just came out. What do you think about that?  
Harry: Musical? I don't know. That doesn't sound too exciting. Is there anything we can agree on?  
Elizabeth: It doesn't seem like it. Oh, I remember another movie that came out last week. It's a mystery and it had a little romance and some action, too. I heard it's pretty exciting because nobody can guess who the killer is and it has a surprise ending. What do you think about that one?  
Harry: I guess that doesn't sound too bad. What time does it start?

*Copyright:* [*http://www.5minuteenglish.com/apr23.htm*](http://www.5minuteenglish.com/apr23.htm) *- listening activity link*

## SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 3

**Review of summative assessment for term 3**

**Duration of the summative assessment– 40 minutes**

Listening – 10 minutes

Reading – 10 minutes

Writing – 20 minutes

Speaking task is conducted separately.

**Total marks- 22**

**The structure of the summative assessment**

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

Reordering tasks require learners to put options in the order of mentioning.

Multiple choice tasks consist of several possible answers from which the correct one should be selected.

True/False tasks require learners to indicate whether the provided option right or wrong.

Open-ended tasks require learners follow instructions of the task, answer questions in words, expressions and sentences.

Tapescript for listening task can be found in CD3. Also it can be found after the mark scheme.

The content of the summative assessment for the 3 term should be selected on topics “Our Health” and “Holidays and Travel” and “Reading for Pleasure”.

**Characteristic of tasks for summative assessment for the 3 term**

| **Unit** | **Strand** | **Learning objective** | **\*Total number of questions** | **\*Question №** | **\*Type of question** | **\*Task description** | **Time** | **Total marks** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Our Health  Holidays and Travel  Reading for Pleasure | Listening | 6.2.8.1 (6.L8) Understand supported narratives including some extended talk, on a range of general and curricular topics | 5 | 1  2  3  4  5 | Reordering  Multiple choice | Each learner works individually. The task enables learners to identify supported narratives in extended talk.  Learners listen to the recording twice on topic ‘Holidays and Travel’, having chance to look through the questions before the recording starts (1-2 min to read the questions before the recording starts). The task consists of 5 questions. Learners put in order the three places which will be visited first for questions 1-3 and choose the right option for questions 4-5. | 10 minutes | 5 |
| Reading | 6.4.4.1 (6.R4) Read independently a limited range of short simple fiction and non-fiction texts | 5 | 1  2  3  4  5 | True / False  Open ended | Each learner works individually. The task enables learners to work independently with the text and deduce the meaning out of the context.  Learners read the text on topic ‘Our health’ and answer the questions. In questions1-3 learners indicate True and False options. In questions 4-5 learners answer open ended questions. | 10 minutes | 5 |
| Writing | 6.5.5.1 (6.W5) Develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics  6.5.6.1 (6.W6) Link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics  6.6.8.1 (6.UE8) Use future form “will” to make offers, promises, and predictions on a growing range of familiar general and curricular topics | 1 | 1 | Open ended | Each learner works individually.  Learner should choose one topic. They should write on topics ‘Our health’ or ‘Holidays and Travel’. While writing they should provide arguments supported by examples and link these sentences into coherent paragraph with the use of future form ‘will’.  They should follow the structure and answer the questions in full sentences. Learners should write with grammatical accuracy using a variety of topic related vocabulary.  Writing tasks can be differentiated by using pictures as a support for learners. Teachers can use own pictures for writing tasks which are familiar to learners as a support. | 20 minutes | 6 |
|  | Speaking | 6.3.4.1 (6.S4) Respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics  6.3.6.1 (6.S6) Communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges. | 1 | 1 | Open ended | Learners pair up and have a two-way conversation on topics: ‘Our health’, ‘Holidays and Travel’. They have 1 minute to prepare and 2 minutes to talk on the topic. Learners are provided with questions for a discussion. They should ask each other questions and answer sufficiently to keep interaction going and make sure that the meaning is clear to each partner.  Teacher can feel free to use topical pictures (from own teacher’s resources/ classroom set of pictures) to help learners to develop imagination. Teacher can cut the number of the questions from the card or ask additional questions to support learners if necessary. | Each pair talks for 2 minutes. | 6 |
| **TOTAL:** |  |  |  |  |  |  | **40 minutes (excluding Speaking)** | **22** |
| Note: \* - sections that can be changed | | | | | | | | |

**Sample questions and mark scheme**

**Tasks for the Summative Assessment for the term 3**

**Listening**

**Task.** Listen to the conversation between the travel tour guide and the tourists twice.

*CD3. Tapescript 2. And transcript for listening task can be found after the mark scheme.*

**Put in order three places that the tour guide will visit first.**

\_\_\_\_\_ London Eye

\_\_\_\_\_ Madame Tussauds, Museum

\_\_\_\_\_ Tower Bridge

\_\_\_\_\_ Tower of London

\_\_\_\_\_ Houses of Parliament

\_\_\_\_\_ Big Ben

\_\_\_\_\_ Buckingham Palace

\_\_\_\_\_ Oxford Street [3]

**Choose the right option.**

1. Oxford Street is a famous street for… [1]
2. Drinking tea
3. Eating
4. Shopping
5. Taking pictures
6. The Queen lives at … [1]
7. Tower of London
8. Buckingham Palace
9. Tower Bridge
10. Big Ben

**Total [5]**

**Reading**

**Task.** Read the text about fast food.

**Fast food**

How did the hamburger become the most popular, most typical American food?

It got its name from the German town of Hamburg, which was famous for its steak. German immigrants to the United States introduced the “hamburger steak”. McDonald’s sells hamburgers, one of the world’s most famous fast food restaurants.

You can find them in Japan, Germany, Panama, Guatemala, Australia, Portugal, Hong Kong and even Moscow. In fact, there are 13,000 in 120 countries.

What makes American fast food so popular?

Lee Cho, a South Korean, says: “I often go to McDonald’s. It’s clean, less expensive than other restaurants and saves time.”

Natalia Petrova, a girl from Moscow, says “I find the hamburgers very tasty”.

Older people are very critical of this sort of food. Lots of young people in the USA are overweight and parents blame these high-calorie foods that their children eat in large quantities.

**Mark sentences as True or False.**

1. The hamburger is originally American. [1]

True False

1. People can eat hamburgers anywhere around the world. [1]

True False

1. Parents say fast food because their children don’t like it. [1]

True False

**Write answers.**

1. Who took the hamburger to the United States of America? [1]

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Why do people go to McDonald’s? [1]

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total [5]**

**Writing**

****Task. Choose ONE of the topics below.

* Write answers in full sentences.
* Give arguments supported by examples.
* Link these sentences into a well-structured paragraph with some basic connectors.
* Use future form ‘will’.

**Topic 1.** Our Health

* What is it a healthy lifestyle?
* What should you personally do to stay healthy?
* How will you describe a healthy diet?
* What will you do to stay healthy?

**Topic 2.** Holidays and Travel

* What will your dream holiday look like?
* Where would you like to go?
* Why will you choose this place?
* What kind of activities can you do there? Who will you go with?

**Total [6]**

**Speaking**

Task. Work in pairs. Choose one of the cards and make a dialogue with a partner. Give own points of view on topics, ask questions to clarify the answers and get the needed information, explain and justify your positions and answer your partner’s questions.

You have 1 minute to prepare and 2 minutes to talk.

**Card 1. Discuss with your partner the topic ‘Our Health’. The following questions will help you to organize your talk:**

1. Do you go in for sports?
2. What kind of sport do you do?
3. How often do you go in for sport?
4. Are you a member of a gym?
5. What can you advise for people to stay healthy?

**Card 2. Discuss with your partner the topic ‘Our Health’. The following questions will help you to organize your talk:**

1. Do you sleep well?
2. How many hours of sleep do you usually get?
3. What do you do, if you can't get to sleep?
4. Have you ever drunk milk to get to sleep?
5. What do you do in order to sleep well?

**Card 3. Discuss with your partner the topic ‘Our Health’. The following questions will help you to organize your talk:**

1. How often do you eat fast food?
2. What fast food do you eat?
3. Do we need to eat as much fast food as we do?
4. Why do you think people keep eating unhealthy food?
5. What foods do you think are healthy?

**Card 4. Discuss with your partner the topic ‘Our Health’. The following questions will help you to organize your talk:**

1. Why is it important to visit a dentist?
2. When was the last time you went to a doctor? Why?
3. Have you ever been to a hospital?
4. When was the last time you were sick?
5. What do you do to stay healthy?

**Card 5. Discuss with your partner the topic ‘Holidays and Travel’. The following questions will help you to organize your talk:**

1. Have you ever been in any foreign country?
2. Where have you been?
3. Are you planning to go anywhere for your next vacation?
4. If so, where and who with?
5. How long will you stay?

**Card 6. Discuss with your partner the topic ‘Holidays and Travel’. The following questions will help you to organize your talk:**

1. What festival is the most exciting in your country?
2. When is the festival celebrated?
3. Why is this festival celebrated?
4. Does your family celebrate this festival?
5. Are there special foods connected with the festival?

**Card 7. Discuss with your partner the topic ‘Holidays and Travel’. The following questions will help you to organize your talk:**

1. Are you afraid of going abroad alone?
2. Could you live in another country for the rest of your life?
3. What was the most interesting person you met on one of your travels?
4. What was your best trip? Why?
5. What was your worst trip? Why?

**Card 8. Discuss with your partner the topic ‘Holidays and Travel’. The following questions will help you to organize your talk:**

1. What is your favourite holiday?
2. What do you like to do on the holidays?
3. Who do you usually spend the holidays with?
4. What is your parent's favourite holiday?
5. Do you think holidays are important? Why?

**Total [6]**

**Total marks\_ /22**

**Mark scheme**

**Listening and Reading**

|  |  |  |  |
| --- | --- | --- | --- |
| **№** | **Answer** | **Mark** | **Additional information** |
| 1  2  3  4  5 | Madame Tussaud’s Museum | 1 |  |
| Oxford Street | 1 |  |
| Big Ben | 1 |  |
| C | 1 |  |
| B | 1 |  |
| 1  2  3  4  5 | False | 1 |  |
| True | 1 |  |
| False | 1 |  |
| German immigrants | 1 | Sentences structure can vary, but the meaning should be the same |
| It’s clean/ less expensive than other restaurants / saves time./ Hamburgers are very tasty. | 1 |
| **Total marks** | | **10** |  |

**CRITERIA FOR MARKING WRITING\***

Give a mark out of 6 for each criterion (content, organization, vocabulary and spelling, and grammar and punctuation), and then calculate a mean to give an overall total out of 6.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mark / Criterion** | **Content: relevance, style and register, and development of ideas** | **Organization: cohesion, paragraphing, and format** | **Vocabulary and Spelling** | **Grammar and Punctuation: range and 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 range of basic connectors correctly and attempts to use referencing, but not always clearly or appropriately. * 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, but may be modified for a better reading experience. | * Uses a range of everyday vocabulary appropriately; attempts to use less common lexical items with occasional errors. * 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 some variety in length. * May attempt some complex sentences, but they tend to be less accurate, including punctuation. * Errors in grammar and/or punctuation do not distort meaning. |
| **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 addressed, but their development may be slightly imbalanced. | * Uses a range of basic connectors correctly. * Uses paragraphs to separate 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. | * Uses a range of everyday vocabulary appropriately; attempts to use 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 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. | * 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. |
| **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 some basic connectors, but these may be inaccurate or repetitive. * 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 a very limited range of basic cohesive devices correctly. * 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, which are minimally addressed. | * May use a very limited range of basic cohesive devices, and those used may not indicate a 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. | * Uses an extremely limited range of vocabulary. * Has very limited control of 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. | * Writes some simple sentence forms correctly. * Frequent errors in grammar 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 Writing may be adapted by teacher according to the type and format of writing. Teacher can assess learners’ work using some of the criteria from each column. There is no need to take into account all the points of the criteria.

**CRITERIA FOR MARKING SPEAKING\***

Give a mark out of 6 for each criterion (development and fluency, grammar and vocabulary), and then calculate a mean to give an overall total out of 6.

|  |  |  |
| --- | --- | --- |
| **Mark / Criterion** | **Development and Fluency** | **Grammar and Vocabulary** |
| **6** | * 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. * Attempts some 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** | * 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** | * 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. * May not follow English intonation patterns at times. | * 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. |
| **3** | * 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 ratable language. | |

\*Criteria for Marking Speaking may be adapted by teacher according to the format of speaking. Teacher can assess learners’ work using some of the criteria from each column. There is no need to take into account all the points of the criteria.

**Term 3.** Transcript for listening task

Tour guide: Good afternoon, ladies and gentlemen! And welcome to this fantastic tour of London by bus. My name’s Greg and I’m your guide this afternoon on our tour of London. As you can see, we’re on an open-top bus, so you can see all the attractions from your seat and you don’t need to walk anywhere. And please don’t worry about the rain; I’m sure it’ll stop soon. A-a-and please ask any questions at any time.

Tourist 1: I have a question.

Tour guide: Yes?

Tourist 1: Do you have extra umbrellas? I mean, if it rains a lot.

Tour guide: Err, no, we don’t have any extra umbrellas, but don’t worry, I’m sure the rain will stop soon. Right, OK, so where are we going on our wonderful tour? Well, the tour takes two hours and we are going to visit all the famous sites. First we’ll see Madame Tussauds, the museum with wax models of famous people and celebrities, and then we’ll drive along the most famous shopping street in the world, Oxford Street. After that we’ll see the famous clock Big Ben and The Houses of Parliament. As we drive along the river you’ll see the popular attraction, the London Eye, from which you can see the whole city on a sunny day. Then we’ll see Tower Bridge and the famous Tower of London before arriving at Buckingham Palace, just in time for a cup of tea with the Queen.

Tourist 2: Is that included in the tour? A cup of tea with the Queen?

Tour guide: Err, well, no, not exactly, but there’s a lovely café near the palace where you can get a cup of tea. (Sound of a storm right overhead, loud thunder and very heavy downpour)

Tourist 1: I have another question.

Tour guide: Yes?

Tourist 1: Can we have our money back? We’re getting off the bus.

Tour guide: Err, well, you see ... Quick! Run! Everyone off the bus! ... *Copyright: learnenglishteens.britishcouncil.org*

## SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 4

**Review of summative assessment for term 4**

**Duration of the summative assessment– 40 minutes**

Listening – 10 minutes

Reading – 10 minutes

Writing – 20 minutes

Speaking task is conducted separately.

**Total marks - 22**

**The structure of the summative assessment**

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

True/False tasks require learners to indicate whether the provided option right or wrong.

Gap filling task is a task in which words/numbers are removed from a text and replaced with spaces. Learners have to fill each space with the missing word/number or a suitable word.

Multiple choice tasks consist of several possible answers from which the correct one should be selected.

Short answers tasks require learners to write a brief answer with the use of key words.

Open-ended tasks require learners follow instructions of the task, answer questions in words, expressions and sentences.

Tapescript for listening task can be found in CD3. Also it can be found after the mark scheme.

The content of the summative assessment for the 4 term should be selected on topics “Our Neighbourhood” and “Transport”.

**Characteristic of tasks for Summative assessment for the 4 term**

| **Unit** | **Strand** | **Learning objective** | **\*Total number of questions** | **\*Question №** | **\*Type of question** | **\*Task description** | **Time** | **Total marks** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Our Neighbourhood  Transport | Listening | 6.2.4.1 (6.L4) Understand with limited support the main points of extended talk on a range of general and curricular topics  6.2.6.1 (6.L6) Deduce meaning from context in supported extended talk on a range of general and curricular topics | 5 | 1  2  3  4  5 | True / False  Gap filling | Each learner works individually. The task enables learners to find specific information and identify main idea in extended talk.  Learners listen to the recording twice on topic ‘Our Neighbourhood’, having chance to look through the questions before the recording starts (1-2 min to read the questions before the recording starts). The task consists of 5 questions. Learners indicate True or False option for questions 1-3 and write no more than one word in gaps for questions 4-5. | 10 minutes | 5 |
| Reading | 6.4.2.1 (6.R2) Understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  6.4.6.1 (6.R6) Recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics | 5 | 1  2  3  4  5 | Multiple choice  Short answers | Each learner works individually. The task enables learners to identify specific information from the text and recognize the writer’s opinion.  Learners read the text on topic ‘Transport’ and answer the questions. This task consists of 5 questions. In question 1-3 learners choose the best option. In questions 4-5 learners provide a short answer. | 10 minutes | 5 |
| Writing | 6.5.3.1 (6.W3) Write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics  6.5.9.1 (6.W9) Punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy  6.6.13.1 (6.UE13) Use modal forms including, mustn’t (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics | 1 | 1 | Open ended | Each learner works individually. Learners should choose one topic.  They should write on topics ‘Our neighbourhood’ or ‘Transport’. They should write a short paragraph explaining their personal feeling and opinions on the chosen topic, making sure that they punctuate the work appropriately and use appropriate modal verbs. Learners should write with grammatical accuracy using a variety of topic related vocabulary.  Writing tasks can be differentiated by using pictures as a support for learners. Teachers can use own pictures for writing tasks which are familiar to learners. | 20 minutes | 6 |
|  | Speaking | 6.3.7.1 (6.S7) Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics | 1 | 1 | Open ended | Learners have an individual talk on topics: ‘Our neighbourhood’, ‘Transport’. They have 1 minute to prepare and 1-2 minutes to talk on the topic. Learners are provided with some questions. They should use subject-specific vocabulary while talking on a given topic.  Teacher can feel free to use topical pictures (from own teacher’s resources/ classroom set of pictures) to help learners to develop imagination. Teacher can cut the number of the questions from the card or ask additional questions to support learners if necessary. | Each learner talks for 1-2 minutes. | 6 |
| **TOTAL:** |  |  |  |  |  |  | **40 minutes (excluding Speaking)** | **22** |
| Note: \* - sections that can be changed | | | | | | | | |

**Sample questions and mark scheme**

**Tasks for the Summative Assessment for the term 4**

**Listening**

**Task.** Listen to the talk twice.

*CD3. Tapescript 3. And transcript for listening task can be found after the mark scheme.*

**Mark sentences as True or False.**

1. Andreas and Maria go to their neighbor’s house because they want to invite her to the party. [1]

True False

1. Andreas and Maria tell their neighbour that they are the Sanchez family. [1]

True False

1. Betty shares some spare crockery with Andreas and Maria. [1]

True False

**Fill in the gaps.Write no more than ONE WORD OR A NUMBER for each answer.**

1. The party is at the Fernandez’s new \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [1]
2. The party is on Saturday and it starts at\_\_\_\_\_\_\_\_\_\_\_ o’clock. [1]

**Total [5]**

**Reading**

**Task.** Read the dialogue about transportation.

**Means of transportation dialogue**

Bob: Hello, I’m sorry, but I am late. Can you help me?

Mark: Sure, no problem! How may I help you?

Bob: When is the next train to Ansonia?

Mark: I am not sure, but I think the next one leaves tomorrow at 8 pm.

Bob: What?! I can’t wait that long! What time is the next bus?

Mark: It should go by in about two hours. It leaves the bus station at about 5.30 pm.

Bob: Well, I don’t know. Isn’t there any other option?

Mark: You could take a taxi…

Bob: What’s faster, the bus or the taxi?

Mark: The taxi, of course! All you have to do is to call and ask for a taxi and it will come right away.

Bob: You are right, but which is the cheapest one?

Mark: The cheapest means of transportation is the subway.

Bob: When have you ever seen a subway here in Connecticut?

Mark: You’re right. But anyway why don’t you just go walking? It’s only like 25 minutes away from here.

Bob: You’re absolutely right. Thanks for your help.

**Choose the right option.**

1. Bob wants to go to … [1]
2. Connecticut
3. Ansonia
4. Bus station
5. Home
6. The train leaves … [1]
7. At 5.30 pm
8. In 25 minutes
9. At 8 pm
10. Right away
11. The fastest means of transportation is … [1]
12. Train
13. Bus
14. Taxi
15. Subway

**Answer the questions. Write NO MORE THAN THREE WORDS OR A NUMBER for each answer.**

1. In Mark’s opinion which means of transportation is the cheapest? [1]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How long will it take for Bob to walk? [1]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Total [5]**

**Writing**

****Task. Choose ONE of the topics below.

* Express your opinion on topic.
* Connect your ideas into a paragraph.
* Use present simple forms.
* Use correct form of modal verbs.
* Use appropriate punctuation.

**Topic 1.** Our neighbourhood

Write about the places you like in your neighbourhood. Write what you can do there and explain why you like these places. Why your friends should visit these places one day.

**Topic 2.** Transport

Write what people can change to make transport system better in place where you live. Explain why. Write why people need these changes.

**Total [6]**

**Speaking**

Task. Choose one of the cards and make up an individual talk. Use subject related vocabulary while talking on a given topic. You have 1 minute to prepare and 1-2 minutes to talk

**Card 1. Talk about the topic ‘Our neighbourhood’. The following questions will help you to organize your talk:**

1. Do you like living in your neighbourhood?
2. What are the advantages and disadvantages of your neighbourhood?
3. What would you change about your neighbourhood?
4. What types of services are popular near to you?
5. How far are you from the city center?

**Card 2. Talk about the topic ‘Our neighbourhood’. The following questions will help you to organize your talk:**

1. Do you like the neighbourhood?
2. Where is the best place to eat in your city/village/country?
3. What is the best attraction in your city/village?
4. What are popular natural places in your neighbourhood?
5. Where is the best place to shop in your city/village?

**Card 3. Talk about the topic ‘Our neighbourhood’. The following questions will help you to organize your talk:**

1. Are there many shops in your neighbourhood?
2. How far do you live to the city center /village center?
3. Are there any parks or playgrounds near where you live?
4. How near is the library/cultural center to where you live?
5. What sport clubs are there in your neighbourhood?

**Card 4. Talk about the topic ‘Our neighbourhood’. The following questions will help you to organize your talk:**

1. Do you like your neighbourhood? What do you like about it?
2. Do you have friends, neighbours? How did you meet?
3. Do you have the same interests with your neighbours?
4. Do you help your neighbours? Do they help you?
5. What holidays do you celebrate with your neighbours?

**Card 5. Talk about the topic ‘Transport’. The following questions will help you to organize your talk:**

1. Do you have a bicycle/roller skates/ segway?
2. When did you get it?
3. Is it difficult to ride it? Why?
4. How often do you ride it?
5. Why do you like it?

**Card 6. Talk about the topic ‘Transport’. The following questions will help you to organize your talk:**

1. How do you get to school?
2. How long does it take?
3. Do you often use public transportation?
4. How much is the bus fare?
5. Do you think it is safe to travel by bus?

**Card 7. Talk about the topic Transport’. The following questions will help you to organize your talk:**

1. What kind of transportation do you use most often?
2. What kind of transportation do you use least often?
3. Why do people sometimes take a taxi?
4. Do you feel safe when you use public transportation?
5. What kinds of transports are the most popular nowadays?

**Card 8. Talk about the topic ‘Transport’. The following questions will help you to organize your talk:**

1. Have you ever travelled by train? If so, do you like it? If not, would you want to?
2. Have you ever travelled by plane? If so, do you like it? If not, would you want to?
3. Have you ever travelled by ship? If so, do you like it? If not, would you want to?
4. What do you think is the safest way to travel?
5. What is the most dangerous way to travel?

**Total [6]**

**Total marks\_ /22**

**Mark scheme**

**Listening and Reading**

|  |  |  |  |
| --- | --- | --- | --- |
| **№** | **Answer** | **Mark** | **Additional information** |
| 1  2  3  4  5 | True | 1 |  |
| False | 1 |  |
| True | 1 |  |
| house | 1 |  |
| 3 / three | 1 |  |
| 1  2  3  4  5 | B | 1 |  |
| C | 1 |  |
| C | 1 |  |
| Subway | 1 |  |
| 25 minutes/ twenty five minutes | 1 |  |
| **Total marks** | | **10** |  |

**CRITERIA FOR MARKING WRITING\***

Give a mark out of 6 for each criterion (content, organization, vocabulary and spelling, and grammar and punctuation), and then calculate a mean to give an overall total out of 6.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mark / Criterion** | **Content: relevance, style and register, and development of ideas** | **Organization: cohesion, paragraphing, and format** | **Vocabulary and Spelling** | **Grammar and Punctuation: range and 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 range of basic connectors correctly and attempts to use referencing, but not always clearly or appropriately. * 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, but may be modified for a better reading experience. | * Uses a range of everyday vocabulary appropriately; attempts to use less common lexical items with occasional errors. * 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 some variety in length. * May attempt some complex sentences, but they tend to be less accurate, including punctuation. * Errors in grammar and/or punctuation do not distort meaning. |
| **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 addressed, but their development may be slightly imbalanced. | * Uses a range of basic connectors correctly. * Uses paragraphs to separate 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. | * Uses a range of everyday vocabulary appropriately; attempts to use 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 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. | * 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. |
| **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 some basic connectors, but these may be inaccurate or repetitive. * 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 a very limited range of basic cohesive devices correctly. * 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, which are minimally addressed. | * May use a very limited range of basic cohesive devices, and those used may not indicate a 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. | * Uses an extremely limited range of vocabulary. * Has very limited control of 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. | * Writes some simple sentence forms correctly. * Frequent errors in grammar 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 Writing may be adapted by teacher according to the type and format of writing. Teacher can assess learners’ work using some of the criteria from each column. There is no need to take into account all the points of the criteria.

**CRITERIA FOR MARKING SPEAKING\***

Give a mark out of 6 for each criterion (development and fluency, grammar and vocabulary), and then calculate a mean to give an overall total out of 6.

|  |  |  |
| --- | --- | --- |
| **Mark / Criterion** | **Development and Fluency** | **Grammar and Vocabulary** |
| **6** | * 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. * Attempts some 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** | * 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** | * 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. * May not follow English intonation patterns at times. | * 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. |
| **3** | * 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 ratable language. | |

\*Criteria for Marking Speaking may be adapted by teacher according to the format of speaking. Teacher can assess learners’ work using some of the criteria from each column. There is no need to take into account all the points of the criteria.

**Term 4.** Transcript for listening task

*When the workers and the removal van leave, Maria talks to Andreas.*

 Maria: How could they forget the crockery? Now we don't have anything to eat with!

Andreas: Calm down, honey. Why don't we ask our neighbours to lend us some plates, knives, forks, spoons and cups?

Maria: Good thinking! It will give us an opportunity to introduce ourselves!

Andreas: You know what; let's have a house-warming party this Saturday! We can invite all our neighbours.

Maria: That's a great idea!

*They walk to the neighbour's house and ring the bell. A woman opens the door.*

Maria: Hi! We're the Fernandez family. We're from next-door! My name is Maria.

Betty: Oh hi! Nice to meet you! I'm Betty.

Andreas: Nice to meet you too, Betty. I'm Andreas.

Maria: Betty, do you have some spare crockery?

Betty: Sure, I do. Do you need some?

Maria: Yes, please! The removal company forgot ours!

Betty: Sure, no problem! Just a second.

*She goes inside and comes back with a box full of crockery.*

Maria: That's so nice, thank you! Betty, would you like to come to our house-warming party this Saturday?

Betty: Sure, what time?

Maria: Around three in the afternoon.

Betty: Can I bring something? A salad may be?

Maria: Yes, please! That's so nice, thank you! *Copyright http://www.learning-english-online.ne*