

**Specification of Summative Assessment for term**  
**on the subject «The English language»**  
**Grade 10**  
*(social-humanitarian direction)*

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### **1. Aim of the Summative Assessment for term**

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

Specification describes the content and procedure for the delivery of the Summative Assessment for term in «The English language» in Grade 10.

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

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

### **3. Expected outcomes on the subject «The English language», Grade 10**

#### ***Listening***

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

#### ***Speaking***

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

#### ***Reading***

A learner understands the main ideas of fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; uses a range of reading strategies; identifies the time and cause-effect connections of events and phenomena; checks and extends the meanings of words using paper and digital resources; critically evaluates the content of texts of a range of familiar general and curricular topics, and some unfamiliar topics.

#### ***Writing***

A learner plans and makes a brief outline of a written text, edits and proofreads texts of a range of genres and styles; observes spelling and grammar rules; provides arguments in a written text; writes discursive texts expressing an opinion of an issue; writes business letters and other documents; writes essays on a range of familiar general and curricular topics, including those on Humanities.

#### 4. Level of thinking skills on the subject of «The English language», Grade 10

Strand	Level of thinking skills	Description	Recommended type of question
Listening	Knowledge and comprehension	Recognise the main points in unsupported extended talk; identify specific information in unsupported extended talk; recognise the detail of an argument in unsupported extended talk;	Questions with multiple choice answers. Questions that require short answer.
	Higher order thinking skills	deduce meaning from context in unsupported extended talk; recognise speaker viewpoints and extent of explicit agreement between speakers;	Questions that require an extended answer.
Speaking	Application	use formal and informal language registers in talk; use appropriate subject-specific vocabulary and syntax;	Questions that require an extended answer.
	Higher order thinking skills	ask and respond to complex questions to get information about a wide range of general and curricular topics; explain and justify own and others' point of view; evaluate and comment on the views of others in a growing variety of talk contexts; interact with peers to make hypotheses about a wide range of general and curricular topics; navigate talk and modify language through paraphrase and correction in talk;	
Reading	Knowledge and comprehension	recognise main points in extended texts; identify specific information and detail in extended texts;	Questions with multiple choice answers. Questions that require short answer. Questions that require an extended answer.
	Higher order thinking skills	deduce meaning from context in extended texts; recognise the attitude or opinion of the writer in extended texts; recognise patterns of development in lengthy texts [inter-paragraph level]; recognise inconsistencies in argument in extended texts;	

Writing	Application	use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; write with grammatical accuracy; use style and register to achieve appropriate degree of formality in a growing variety of written genres; write coherently at text level using a variety of connectors;	Questions that require an extended answer.
	Higher order thinking skills	use independently appropriate layout at text level on a range of general and curricular topics;	
Use of English	Application	use a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases; use a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives; use perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials ... so far, lately, all my life; use a variety of future active and passive and future continuous forms; use a variety of reported statements and question forms; use infinitive forms after an increased number of verbs and adjectives use gerund forms after a variety of verbs and prepositions use a variety of prepositional and phrasal verb; use a wide variety of conjunctions; use if / if only in third conditional structures, use a variety of relative clauses including with which [whole previous clause reference].	Questions that require short answer. Questions that require an extended answer.

## 5. Administration rules

During the Assessment cover all visual materials like, diagrams, schemes, posters and maps that can serve as prompts for 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 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, dictionaries (excluding the cases when it is allowed in specification).

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

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

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

Tell 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 standardised mark scheme.

## **SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 1**

### **Review of Summative Assessment for term 1**

#### **Duration of the summative assessment for term – 40 minutes**

Listening – 10 minutes

Reading – 10 minutes

Writing – 20 minutes

Speaking task is conducted separately.

#### **Total marks - 24**

#### **The structure of the summative assessment for term**

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

Listening – multiple choice task on the topic «Legend or Truth?».

Reading – True/False task on the topic «Controversial Issues».

Writing – writing an article on the topics «Legend or Truth?» and «Controversial Issues».

Speaking – making an individual speech on the topics «Legend or Truth?» and «Controversial Issues».

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

### Characteristic of tasks for summative assessment for term 1

Unit	Strand	Learning objective	*Total number of questions	*Question №	*Type of question	*Task description	Time	Total marks
Legend or Truth?  Controversial Issues	Listening	10.2.2 Understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	6	1 2 3 4 5 6	Multiple-matching	Each learner works individually. Learners listen to the interview «The Hypnotist» twice on the topic «Legend or Truth?» having chance to look through the questions before the recording starts. The task consists of 6 questions. Learners match the halves and make up meaningful sentences according to what they hear.	10 minutes	6
	Reading	10.4.1 Understand main points in extended texts on a wide range of unfamiliar general and curricular topics	6	1 2 3 4 5 6	True/False	Each learner works individually. Learners read an article about «Growing up equal» on the topic «Controversial Issues» and answer questions. This task consists of 6 questions with one possible answer. Learners mark the sentences True or False.	10 minutes	6
	Writing	10.5.2 Use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately 10.5.4 Use style and register to achieve appropriate degree of formality in a	1	1	Writing an article	Each learner works individually. They should write an article choosing one of the given topics. They should write with appropriate style and register using a variety of topic related vocabulary and past modal	20 minutes	6



		growing variety of written genres on a range of general and curricular topics 10.6.13 Use a growing variety of past modal forms including must have, can't have, might have to express speculation and deduction about the past on a wide range of familiar general and curricular topics				forms to express speculation and deduction.		
	Speaking	10.3.1 Use formal and informal language registers in talk on a wide range of general and curricular topics 10.3.7 Use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics 10.6.7 Use perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials ... so far, lately, all my life , on a wide range of familiar general and curricular topics	1	1	Open-ended	The speaking task has 8 different cards with 4 open questions. The questions should be on the topics «Legend or Truth?» and «Controversial Issues». This speaking task is for individual speech. A learner should choose one card and spend 1 minute for preparation and 2-3 minutes for speaking. Learners should provide answers using appropriate degree of formality, topical vocabulary and simple perfect active and passive forms including time adverbials.	2-3 minutes for an individual	6
<b>TOTAL:</b>							<b>40 minutes</b> (excluding Speaking)	<b>24</b>
Note: * - sections that can be changed								

**Sample questions and mark scheme**  
**Tasks for the Summative Assessment for term 1**

**LISTENING**

**Task.** Listen to the recording and match the beginnings of the sentences in the first column (1-6) with the ends of the sentences in the second column (A-G). There is one sentence half that you **DO NOT NEED TO USE**.

*Follow the link below to listen to the audio (listen until 2.10).*

[http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1728\\_people\\_places/page41.shtm](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1728_people_places/page41.shtm)  
1

- |  |  |
|--|--|
| 1. The process of hypnosis ...                 | A) perform uncommon things.                      |
| 2. Andrea states that Paul ...                 | B) similar to hypnotic trance.                   |
| 3. Paul McKenna usually considers hypnosis ... | C) influences people differently.                |
| 4. Paul makes people ...                       | D) visualising the company's anticipated future. |
| 5. Strategic planning is...                    | E) as deep relaxation.                           |
| 6. Reverie is ...                              | F) focusing on one idea at a time.               |
|  | G) has an unusual job.                           |

**Total [6]**

**READING**

**Task.** Read the article about gender differences and mark the sentences below True or False.

**Growing up equal**

Gender stereotypes are rigid ideas about how boys and girls should behave. We all know what these stereotypes are: A “feminine” girls should be insecure, accommodating and a little illogical in her thinking. A “masculine” boy should be strong, unemotional, aggressive, and competitive.

How are children exposed to these stereotypes? According to the researchers David and Myra Sadker of the American University of Washington, D.C., boys and girls are often treated differently in the classroom. They found out that when boys speak, teachers usually offer constructive comments, when girls speech, teachers tend to focus on the behavior. It's more important how the girls act rather than what they say.

**Blue and Pink**

The emphasis on differences begins at birth and continues throughout childhood. For example, few people would give pink baby's clothes to a boy or a blue blanket to a girl. Later, many of us give girls dolls and miniature kitchenware, while boys receive action figures and construction sets.

There's nothing wrong with that. The problem arises when certain activities are deemed appropriate for one sex but not the other.

According to Heather J. Nicholson, Ph.D., director of the National Resource Center for Girls, Inc., this kind of practice prevents boys and girls from acquiring important skills for their future lives.

**The Sorting Machine**

“The fact is,” says Nicholson, “that society functions as a kind of sorting machine regarding gender. In a recent survey, fifty-eight percent of eighth-grade girls but only six percent of boys earned money caring for younger children. On the other hand, twenty-seven percent of boys but only three percent of girls earned money doing lawn work”.

If we are serious about educating a generation to be good workers and parents, we need to eliminate such stereotypes as those mentioned previously.

1. According to the gender stereotypes description, boys lack logic and power. \_\_\_\_\_ [1]
2. Researchers David and Myra Sadker found that teachers' attitude towards boys and girls is equal. \_\_\_\_\_ [1]
3. It is all right to give dolls to girls and construction sets to boys. \_\_\_\_\_ [1]
4. The emphasis on gender differences does not influence the process of getting essential life skills. \_\_\_\_\_ [1]
5. 58% of eight-grade girls and 6% of boys made money taking care of younger children. \_\_\_\_\_ [1]
6. If we get rid of gender stereotypes, there will be a chance to bring up better parents and employees. \_\_\_\_\_ [1]

**Total [6]**

## WRITING

**Task.** Choose **ONE** of the topics and write an article.

**Topic 1.** An international magazine is organising a competition for best articles among school learners. You have to write an article about a mysterious place in your country that attracts people. Your article should include the following information:

- what makes it mysterious and/or special;
- the urban legend that lies behind it;
- what you would recommend to visitors of this place.

**Topic 2.** An international magazine is organising a competition for best articles among school learners. You have to write an article on how immigration has changed the world. Your article should include the following information:

- why people choose to immigrate;
- positives and/or negatives of immigration;
- your ideas about how immigration has changed the world.

**Total [6]**

## SPEAKING

**Task.** Choose **ONE** of the cards and answer the questions. You have 1 minute to prepare and 2-3 minutes to speak. Pay attention to the formality of your language. Try to use appropriate vocabulary to talk and perfect tense forms.

### Card 1

1. Why is honesty important?
2. Why is it good to be honest?
3. Are there people that you do not trust?
4. What are some common situations when people are sometimes dishonest?

### Card 2

1. What do we mean when we say that a person is truthful?
2. How can you tell when someone is not telling you the whole truth?
3. What are some situations when telling a partial truth might be OK?
4. When are times when it might be kinder to tell a partial truth to someone?

**Card 3**

1. Why do so many people believe in supernatural things that can't be proven?
2. What supernatural beliefs are unique to your culture?
3. What is the scariest ghost story you know?
4. If one of your friends told you they had seen a ghost, would you believe him/her? Why/Why not?

**Card 4**

1. Why do you think people need legends?
2. Why do you think urban legends occur?
3. What urban legends are popular in your country?
4. Can you tell at least one of them?

**Card 5**

1. Beside physical differences, what is different between men and women?
2. Do you think men are better at some things than women? What can they do better?
3. Are women better than men at some things? Which things?
4. Do you have brothers or sisters? What is your relationship with them like?

**Card 6**

1. Are gender differences mainly because of biology? Or more because of socialisation?
2. In your country, how do the roles of men and women differ in the family?
3. What do you understand by the phrase 'gender gap'?
4. Would you rather have a male or a female friend? Why?

**Card 7**

1. Why do people immigrate to other countries?
2. Do you think that immigrants are treated well in most countries?
3. Do you think there is a relation between immigration and crime?
4. Should any government limit the number of immigrants entering the country? What would be a good number?

**Card 8**

1. How could local culture be threatened by immigration?
2. How far should immigrants retain their culture?
3. Should immigrants have the same rights as native citizens?
4. Do immigrants have a good or bad reputation in your part of the country?

**Total [6]**

**Total marks \_\_\_\_/24**

**Mark scheme**  
**Listening and Reading**

<b>Question №</b>	<b>Answer</b>	<b>Mark</b>	<b>Additional information</b>
Listening			
1	C	1	
2	G	1	
3	E	1	
4	A	1	
5	D	1	
6	B	1	
Reading			
1	False	1	F
2	False	1	F
3	True	1	T
4	False	1	F
5	True	1	T
6	True	1	T
<b>Total marks</b>		<b>12</b>	

**Mark scheme**  
**Writing and Speaking**

**CRITERIA FOR MARKING WRITING**

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

Mark / Criterion	Content (relevance and development of ideas)	Organisation (cohesion, paragraphing, and format)	Vocabulary (style and accuracy)	Grammar (style and accuracy) and Punctuation (accuracy)
6	<ul style="list-style-type: none"> <li>• All content is relevant to the task.</li> <li>• The register completely corresponds to the requirements of the task; consistent and intentional misuse of register* may indicate a writer's personal style.</li> <li>• All content points are fully addressed and developed in a balanced way.</li> </ul> <p>*Such misuse of register should not harm the format of writing.</p>	<ul style="list-style-type: none"> <li>• Uses a wide range of connectors accurately; referencing is mostly clear.</li> <li>• 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.</li> <li>• The format is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of advanced vocabulary appropriately; uses less common lexical items with occasional inappropriacies.</li> <li>• Has good control of word formation; may make occasional errors in producing less common word forms.</li> <li>• Spells common vocabulary items correctly; very few (one or two) occasional spelling mistakes may be present.</li> <li>• May occasionally misspell less common lexical items.</li> <li>• Errors in word choice and/or spelling do not distort meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple and compound sentence forms correctly and demonstrates variety in length and complexity.</li> <li>• Uses complex sentences accurately, including punctuation.</li> <li>• Rare errors in grammar and/or punctuation.</li> </ul>
5	<ul style="list-style-type: none"> <li>• All content is relevant to the task; insignificant content omissions may be present.</li> <li>• The register on the whole corresponds to the requirements of the task; occasional and inconsistent misuse of register may be present.</li> <li>• Most content points are addressed, but their development</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of basic connectors accurately and attempts to use more advanced connectors, but not always accurately, and referencing, but not always clearly or appropriately.</li> <li>• Uses paragraphs to separate ideas; most paragraphs revolve around one idea or a set of like</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of everyday vocabulary appropriately; uses less common lexical items, but may make frequent errors.</li> <li>• Has good control of word formation; may make errors in producing less common word forms.</li> <li>• Spells common vocabulary items correctly; few (no more</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple and compound sentence forms correctly, but does not demonstrate variety in length.</li> <li>• Occasional errors in grammar and/or punctuation do not distort meaning.</li> </ul>

	may be slightly imbalanced.	ideas; the size of each paragraph may reflect imbalanced development of ideas. • The format is appropriate.	than five) occasional spelling mistakes may be present. • May often misspell less common lexical items. • Errors in word choice and/or spelling do not distort meaning.	
4	<ul style="list-style-type: none"> <li>• Most content is relevant to the task; insignificant content omissions may be present.</li> <li>• The register on the whole corresponds to the requirements of the task.</li> <li>• Most content points are addressed, but some content points may be more fully covered than others.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of basic connectors accurately.</li> <li>• 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).</li> <li>• The format is generally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexical items.</li> <li>• Has good control of word formation; can produce common word forms correctly.</li> <li>• May make infrequent errors in spelling more difficult words.</li> <li>• Errors in word choice and/or spelling rarely distort meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple and some compound sentence forms correctly.</li> <li>• While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Some content is relevant to the task; significant content omissions may be present.</li> <li>• The register barely corresponds to the requirements of the task.</li> <li>• Only some content points, which are minimally addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some basic connectors, but these may be inaccurate or repetitive.</li> <li>• Writes in paragraphs, but may not use them to separate ideas (a script may have random breaks between paragraphs).</li> <li>• The format may be inappropriate in places.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses basic vocabulary reasonably appropriately.</li> <li>• Has some control of word formation; can produce some common word forms correctly.</li> <li>• Makes frequent errors in spelling more difficult words, but simple words are spelled correctly.</li> <li>• Errors in word choice and/or spelling distort meaning at times.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple sentence forms mostly correctly.</li> <li>• Errors in grammar and/or punctuation may distort meaning at times.</li> </ul>

2	<ul style="list-style-type: none"> <li>• Severe irrelevances and misinterpretations of the task may be present.</li> <li>• Only few content points, which are minimally addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• May use a very limited range of basic cohesive devices, and those used may not indicate a logical relationship between ideas.</li> <li>• Attempts to write in paragraphs, but their use may be confusing (may start every sentence with a new line).</li> <li>• The format may be inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses an extremely limited range of vocabulary.</li> <li>• Has very limited control of word formation; can produce a few common word forms correctly.</li> <li>• Makes many errors in spelling, including a range of simple words.</li> <li>• Errors in word choice and/or spelling distort meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes some simple sentence forms correctly.</li> <li>• Frequent errors in grammar and/or punctuation distort meaning.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Attempts the task, but it is largely misinterpreted and the response is barely relevant to the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Links are missing or incorrect.</li> <li>• Does not write in paragraphs at all (a script is a block of text).</li> <li>• The format is not appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Can only use a few isolated words and/or memorised phrases.</li> <li>• Has essentially no control of word formation; can barely produce any word forms.</li> <li>• Displays few examples of conventional spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of sentence forms.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Does not attempt the task in any way.</li> </ul> OR <ul style="list-style-type: none"> <li>• The response is completely irrelevant to the task.</li> </ul> OR <ul style="list-style-type: none"> <li>• There is too little language to assess.</li> </ul> OR <ul style="list-style-type: none"> <li>• Content is completely incomprehensible due to extremely poor handwriting: very few words are distinguishable, so there is a lack of context to verify meaning.</li> </ul>			



## CRITERIA FOR MARKING SPEAKING

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

Mark / Criterion	Development and Fluency	Language
6	<ul style="list-style-type: none"><li>• Produces stretches of language in a register which is appropriate to the situation provided in the task and may opt to vary register to enhance meaning.</li><li>• Shows sustained ability to maintain a conversation and to make relevant contributions at some length.</li><li>• Produces extended stretches of language despite some hesitation.</li><li>• Can respond to change in direction of the conversation.</li><li>• Pronunciation is intelligible.</li><li>• Intonation is appropriate.</li></ul>	<ul style="list-style-type: none"><li>• Produces error-free simple sentences.</li><li>• Uses complex grammatical forms, but may make errors, which rarely cause comprehension problems.</li><li>• Uses a range of appropriate vocabulary to give and exchange views on a growing range of general and curricular topics.</li></ul>
5	<ul style="list-style-type: none"><li>• Produces stretches of language in a register which is appropriate to the situation provided in the task.</li><li>• Responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation.</li><li>• Produces mostly extended stretches of language despite some hesitation, although instances of using short phrases may be present.</li><li>• Can generally respond to change in direction of the conversation.</li><li>• Pronunciation is generally intelligible.</li><li>• Intonation is generally appropriate.</li></ul>	<ul style="list-style-type: none"><li>• Produces error-free simple sentences.</li><li>• Uses a range of appropriate vocabulary when talking about a range of general and curricular topics.</li><li>• Occasional mistakes do not cause comprehension problems.</li></ul>
4	<ul style="list-style-type: none"><li>• Produces stretches of language in a register which is generally appropriate to the situation provided in the task.</li><li>• Attempts to respond to questions and prompts.</li><li>• Produces responses which are extended beyond short phrases, despite hesitation.</li><li>• Effort will need to be made to develop the conversation; only partial success will be achieved.</li><li>• Pronunciation is mostly intelligible.</li><li>• May not follow English intonation patterns at times.</li></ul>	<ul style="list-style-type: none"><li>• Frequently produces error-free simple sentences.</li><li>• Uses appropriate vocabulary to talk about a limited range of general and curricular topics.</li><li>• Errors may cause comprehension problems.</li></ul>

3	<ul style="list-style-type: none"> <li>• Produces stretches of language without awareness of register.</li> <li>• Responses tend to be brief and are characterised by frequent, hesitation.</li> <li>• Has to be encouraged to go beyond short responses and struggles to develop a conversation.</li> <li>• There is a lack of intelligibility of pronunciation, but it is unlikely to impede communication.</li> <li>• May not follow English intonation patterns frequently.</li> </ul>	<ul style="list-style-type: none"> <li>• Produces basic sentence forms and some correct simple sentences.</li> <li>• Uses a limited range of appropriate vocabulary to talk about a limited range of general topics.</li> <li>• Errors are frequent and may lead to misunderstanding.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Responses are so brief that little is communicated.</li> <li>• Barely engages in a conversation.</li> <li>• Pronunciation may cause some communication difficulty.</li> <li>• Does not follow English intonation patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts basic sentence forms, but with limited success.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Heavily relies on apparently memorised utterances.</li> <li>• Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics.</li> <li>• Makes numerous errors except in memorised expressions.</li> </ul>
1	<ul style="list-style-type: none"> <li>• No communication possible.</li> <li>• Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot produce basic sentence forms.</li> <li>• Can only produce isolated words and phrases or memorised utterances.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No attempt at the response.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• No rateable language.</li> </ul>	

## *Transcript*

**Andrea:** Welcome to “People and Places” – where we meet interesting people and find out more about them – right here on [bbclearningenglish.com](http://bbclearningenglish.com). Hello, I am Andrea Rose.

**Paul McKenna:** ‘For everybody it’s different. But usually it’s deep relaxation. People find that instead of being aware of lots of things we tend to focus on one idea at a time.’

**Andrea:** Can you guess what Paul McKenna does for a living? He has a rather unusual job. Yes, he’s a hypnotist. He hypnotises people. In fact, he is one of the Britain’s best known hypnotists. He mesmerises people into doing extraordinary things. So what’s like to be hypnotised?

**Paul McKenna:** ‘For everybody it’s different. But usually it’s deep relaxation. People find that instead of being aware of lots of things we tend to focus on one idea at a time. You can probably compare it to meditation or in business people do a thing called strategic planning where they relax and imagine what their company will be doing. That seems for me to be the same as hypnosis. All the great creatives throughout history – Einstein, Mozart, Tessler, Goethe, Walt Disney – lots of great creatives have referred to that reverie, that creative state where they get their ideas from, in similar terms when they describe it, as hypnotists would to hypnotic trance.’

**Andrea:** Paul compares hypnosis to deep relaxation. You feel very relaxed when you’re hypnotised and you can focus on one thing rather than lots of thoughts. Paul also compares it to meditation or even strategic planning – like in business when plan how you want to run things. He says that lots of famous thinkers or creative people – ‘creatives’ – talk about their great thoughts or creativity coming from a dream-like state – ‘reverie’. He says hypnosis is just like that.

## ***Resources***

Listening: the task was adapted from

[http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1728\\_people\\_places/page41.shtm](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1728_people_places/page41.shtm)

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## **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 - 24**

#### **The structure of summative assessment**

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

Listening – open-ended and gap-filling tasks on the topic «Virtual Reality».

Reading – matching task on the topic «Out of this World».

Writing – writing a review on the topics «Virtual Reality» and «Out of this World».

Speaking – making a dialogue on the topics «Virtual Reality» and «Out of this World».

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

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

<b>Unit</b>	<b>Strand</b>	<b>Learning objective</b>	<b>*Total number of questions</b>	<b>*Question №</b>	<b>Type of question</b>	<b>*Task description</b>	<b>Time</b>	<b>Total marks</b>
Virtual Reality  Out of this World	Listening	10.2.1 Understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	6	1 2 3 4 5 6	Open-ended  Gap filling	Each learner works individually. Learners listen to a lecture about «Drone Racing» on the topic «Virtual Reality» twice having chance to look through the questions before the recording starts. The task consists of two types of questions: questions 1-3 are open-ended; questions 4-6 require a word to fill in the gap.	10 minutes	6
	Reading	10.4.3 Skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics 10.4.5 Deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics	6	1 2 3 4 5 6	Matching	Each learner works individually. Learners are given a text about the animal that survived on Space on the topic «Out of This World». Learners read the text and complete the task. This task consists of 6 questions. Questions 1-3 require choosing the best topic for the given paragraphs. In questions 4-6, learners should find the words from the text according to given definition.	10 minutes	6
	Writing	10.5.1 Plan, write, edit and proofread work at text level independently on a range of	1	1	Open-ended	Each learner works individually. Learners plan and write a film or game review linking paragraphs	20 minutes	6

		<p>general and curricular topics</p> <p>10.5.6 Write coherently at text level using a variety of connectors on a range of familiar general and curricular topics</p> <p>10.6.9 Use appropriately a wide variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a wide range of familiar general and curricular topics</p>				<p>into coherent text. Also learners should use appropriate structures of active and passive forms.</p>		
	Speaking	<p>10.3.2 Ask and respond to complex questions to get information about a wide range of general and curricular topics</p> <p>10.3.3 Explain and justify own and others' point of view on a wide range of general and curricular topics</p> <p>10.6.15 Use infinitive forms after an increased number of verbs and adjectives, use gerund forms after a variety of verbs and prepositions use a variety of prepositional and phrasal verb on a wide range of familiar general and curricular topics</p>	1	1	Open-ended	<p>Learners work in pairs. Learners take turns in asking and answering the questions. They use cards for a discussion, explaining and justifying own viewpoints. They also should use a variety of infinitive and gerund forms. The questions can be based on topics «Virtual Reality» and «Out of this World».</p>	Each pair talks for 2-3 minutes.	6
<b>TOTAL:</b>							<b>40 minutes</b> (excluding Speaking)	<b>24</b>
Note: * - sections that can be changed								

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

**LISTENING**

**Task.** Answer the questions 1-3 while you listen to the recording. Write short answers in the space provided.

*Use the link below to listen to the recording:*

<https://www.englishlistening.rocks/practice-english-listening-drone-racing>

1. Who initiated the first drone racing competition?  
\_\_\_\_\_ [1]
2. What caused popularity growth of this sport?  
\_\_\_\_\_ [1]
3. What enables the pilots see what the drone camera sees?  
\_\_\_\_\_ [1]

**Write NO MORE THAN ONE WORD to the questions 4-6 and complete the sentences.**

4. Obstructions indoors like walls and tunnels cause \_\_\_\_\_. [1]
5. The opportunity for winning \_\_\_\_\_ makes drone racing attractive. [1]
6. The speaker describes this sport as quick and \_\_\_\_\_. [1]

**Total [6]**

**READING**

**Task.** Read the article and label the paragraphs 1-3 with their titles A-D. There is one extra title that you **DO NOT NEED TO USE**.

Topics:

- A) Significance of water bears
- B) The Experiment
- C) Who are Tardigrades?
- D) ~~Objective of Experiment~~
- E) Results of Experiment

**Water Bears: The animal that survived space!**



Water bears, also known as tardigrades, are a wonder! They are tiny eight-legged creatures, known for their virtual indestructibility on Earth. They can survive almost anything: extreme temperatures, tons of radiation, the pressures of the deep sea, starvation, and nearly a decade without water. Now their legendary toughness has been put to the ultimate test. They've been sent into space!

*Example: 0 Objective of Experiment*

In the past, some biologists have suggested that tardigrades may be the only animal to come back alive after a trip in real space. Scientists now decided to send them into space to find out if that is true.

- 1 \_\_\_\_\_ [1]
- Once in space, all the water bears were exposed to the vacuum of space, and some were even exposed to solar and cosmic radiation. After 10 days of exposure to space, the satellite returned to Earth. The water bears were rehydrated to see how their reproductive abilities were affected.

2 \_\_\_\_\_ [1]  
The vacuum itself seemed to have little effect on the creatures. But ultraviolet radiation, which can damage cellular material and DNA, did take its toll. Yet, a handful of animals even survived full exposure to the Sun's UV light, which is more than 1000 times stronger in space than on the Earth's surface.

3 \_\_\_\_\_ [1]  
Water bears are a mystery. They have an unparalleled ability to cope with the extremely dry conditions of deep vacuum and the harmful solar and cosmic radiation up there, which has piqued scientific curiosity. Still, no one quite understands how they can be as resistant as they are. Besides, they are also challenging our traditional concepts of life, for instance that life depends on water, or that life is a continuous process.

**Task.** Read the definition of the word. Find the word with the same meaning in the text and write it. The paragraph numbers are indicated in brackets.

4. a force of pushing (Para 1) \_\_\_\_\_ [1]  
5. the best or the biggest (Para 1) \_\_\_\_\_ [1]  
6. having no equal or match; unique (Para 5) \_\_\_\_\_ [1]

**Total [6]**

## WRITING

**Task.** Choose **ONE** of the topics and write a review.

**Topic 1.** You have seen a message on your school's website asking for reviews.

*Submit a review!*

*We are looking for reviews of computer games. Write a review of a game for the school website. Explain what the game is, say what you enjoy or dislike about the game, and whether you would recommend it.*

**Your review should include the following information:**

- a description of the game
- the good and bad points about the game
- your opinion on whether or not you recommend the game

**Topic 2.** You have seen a notice on an international student's forum asking for reviews of sci-fi films.

*Submit a review!*

*We are looking for reviews of sci-fi films. Write us a review of a film you know well.*

**Your review should include the following information:**

- what it is called and what it is about, its cast and setting
- who it is aimed at
- your opinion on whether or not you recommend the film

**Total [6]**



## **SPEAKING**

**Task.** Work in pairs. Choose ONE of the cards and discuss the questions with your partner. You have 1 minute to prepare and 2-3 minutes to speak.

### **Card 1**

1. Why do people play video games?
2. What is the impact of video games on brain?
3. Do you think that playing computer games has any advantages for children?
4. What types of computer games are popular in Kazakhstan?

### **Card 2**

1. Can computer games be a part of our education and learning? How?
2. Why computer games are becoming more popular?
3. What is better in your view: virtual or physical communication?
4. What is the effect of video games on our attention span?

### **Card 3**

1. How important is learning about space?
2. What is the most important thing for astronomers to research?
3. What do you think of your country's involvement in space?
4. Will the general public be able to go into space by 2030? Why or why not?

### **Card 4**

1. What springs to your mind when you hear the word 'cyberbullying'?
2. Do you think online bullying is worse than or not as bad as physical bullying?
3. How much of a problem do you think cyberbullying is?
4. What can people do to stop cyberbullying?

**Total [6]**

**Total marks \_\_\_\_/24**

**Mark scheme**  
**Listening and Reading**

<b>Question №</b>	<b>Answer</b>	<b>Mark</b>	<b>Additional information</b>
<b>Listening</b>			
1	amateur flyers	1	Any answer can be accepted, if it is appropriate answer to the question
2	social media / video (clips) (spread) on social media	1	
3	a (special) pair of goggles / goggles / special goggles	1	
4	collusion(s)	1	
5	Cash	1	money
6	furious	1	
<b>Reading</b>			
1	The Experiment	1	B
2	Results from Experiment	1	E
3	Significance of water bears	1	A
4	pressure	1	
5	Ultimate	1	
6	unparalleled	1	
<b>Total marks</b>		<b>12</b>	

**Mark scheme**  
**Writing and Speaking**

**CRITERIA FOR MARKING WRITING**

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

Mark / Criterion	Content (relevance and development of ideas)	Organisation (cohesion, paragraphing, and format)	Vocabulary (style and accuracy)	Grammar (style and accuracy) and Punctuation (accuracy)
6	<ul style="list-style-type: none"> <li>• All content is relevant to the task.</li> <li>• The register completely corresponds to the requirements of the task; consistent and intentional misuse of register* may indicate a writer's personal style.</li> <li>• All content points are fully addressed and developed in a balanced way.</li> </ul> <p>*Such misuse of register should not harm the format of writing.</p>	<ul style="list-style-type: none"> <li>• Uses a wide range of connectors accurately; referencing is mostly clear.</li> <li>• 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.</li> <li>• The format is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of advanced vocabulary appropriately; uses less common lexical items with occasional inappropriacies.</li> <li>• Has good control of word formation; may make occasional errors in producing less common word forms.</li> <li>• Spells common vocabulary items correctly; very few (one or two) occasional spelling mistakes may be present.</li> <li>• May occasionally misspell less common lexical items.</li> <li>• Errors in word choice and/or spelling do not distort meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple and compound sentence forms correctly and demonstrates variety in length and complexity.</li> <li>• Uses complex sentences accurately, including punctuation.</li> <li>• Rare errors in grammar and/or punctuation.</li> </ul>
5	<ul style="list-style-type: none"> <li>• All content is relevant to the task; insignificant content omissions may be present.</li> <li>• The register on the whole corresponds to the requirements of the task; occasional and inconsistent misuse of register may be present.</li> <li>• Most content points are addressed, but their development</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of basic connectors accurately and attempts to use more advanced connectors, but not always accurately, and referencing, but not always clearly or appropriately.</li> <li>• Uses paragraphs to separate ideas; most paragraphs revolve around one idea or a set of like</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of everyday vocabulary appropriately; uses less common lexical items, but may make frequent errors.</li> <li>• Has good control of word formation; may make errors in producing less common word forms.</li> <li>• Spells common vocabulary items correctly; few (no more</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple and compound sentence forms correctly, but does not demonstrate variety in length.</li> <li>• Occasional errors in grammar and/or punctuation do not distort meaning.</li> </ul>

	may be slightly imbalanced.	ideas; the size of each paragraph may reflect imbalanced development of ideas. • The format is appropriate.	than five) occasional spelling mistakes may be present. • May often misspell less common lexical items. • Errors in word choice and/or spelling do not distort meaning.	
4	<ul style="list-style-type: none"> <li>• Most content is relevant to the task; insignificant content omissions may be present.</li> <li>• The register on the whole corresponds to the requirements of the task.</li> <li>• Most content points are addressed, but some content points may be more fully covered than others.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of basic connectors accurately.</li> <li>• 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).</li> <li>• The format is generally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexical items.</li> <li>• Has good control of word formation; can produce common word forms correctly.</li> <li>• May make infrequent errors in spelling more difficult words.</li> <li>• Errors in word choice and/or spelling rarely distort meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple and some compound sentence forms correctly.</li> <li>• While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Some content is relevant to the task; significant content omissions may be present.</li> <li>• The register barely corresponds to the requirements of the task.</li> <li>• Only some content points, which are minimally addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some basic connectors, but these may be inaccurate or repetitive.</li> <li>• Writes in paragraphs, but may not use them to separate ideas (a script may have random breaks between paragraphs).</li> <li>• The format may be inappropriate in places.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses basic vocabulary reasonably appropriately.</li> <li>• Has some control of word formation; can produce some common word forms correctly.</li> <li>• Makes frequent errors in spelling more difficult words, but simple words are spelled correctly.</li> <li>• Errors in word choice and/or spelling distort meaning at times.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple sentence forms mostly correctly.</li> <li>• Errors in grammar and/or punctuation may distort meaning at times.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Severe irrelevances and misinterpretations of the task may be present.</li> <li>• Only few content points, which are minimally addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• May use a very limited range of basic cohesive devices, and those used may not indicate a logical relationship between ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses an extremely limited range of vocabulary.</li> <li>• Has very limited control of word formation; can produce a few common word forms</li> </ul>	<ul style="list-style-type: none"> <li>• Writes some simple sentence forms correctly.</li> <li>• Frequent errors in grammar and/or punctuation distort meaning.</li> </ul>

		<ul style="list-style-type: none"> <li>Attempts to write in paragraphs, but their use may be confusing (may start every sentence with a new line).</li> <li>The format may be inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Makes many errors in spelling, including a range of simple words.</li> <li>Errors in word choice and/or spelling distort meaning.</li> </ul>	
1	<ul style="list-style-type: none"> <li>Attempts the task, but it is largely misinterpreted and the response is barely relevant to the task.</li> </ul>	<ul style="list-style-type: none"> <li>Links are missing or incorrect.</li> <li>Does not write in paragraphs at all (a script is a block of text).</li> <li>The format is not appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Can only use a few isolated words and/or memorised phrases.</li> <li>Has essentially no control of word formation; can barely produce any word forms.</li> <li>Displays few examples of conventional spelling.</li> </ul>	<ul style="list-style-type: none"> <li>No evidence of sentence forms.</li> </ul>
0	<ul style="list-style-type: none"> <li>Does not attempt the task in any way.</li> </ul> OR <ul style="list-style-type: none"> <li>The response is completely irrelevant to the task.</li> </ul> OR <ul style="list-style-type: none"> <li>There is too little language to assess.</li> </ul> OR <ul style="list-style-type: none"> <li>Content is completely incomprehensible due to extremely poor handwriting: very few words are distinguishable, so there is a lack of context to verify meaning.</li> </ul>			

## CRITERIA FOR MARKING SPEAKING

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

Mark / Criterion	Development and Fluency	Language
6	<ul style="list-style-type: none"><li>• Produces stretches of language in a register which is appropriate to the situation provided in the task and may opt to vary register to enhance meaning.</li><li>• Shows sustained ability to maintain a conversation and to make relevant contributions at some length.</li><li>• Produces extended stretches of language despite some hesitation.</li><li>• Can respond to change in direction of the conversation.</li><li>• Pronunciation is intelligible.</li><li>• Intonation is appropriate.</li></ul>	<ul style="list-style-type: none"><li>• Produces error-free simple sentences.</li><li>• Uses complex grammatical forms, but may make errors, which rarely cause comprehension problems.</li><li>• Uses a range of appropriate vocabulary to give and exchange views on a growing range of general and curricular topics.</li></ul>
5	<ul style="list-style-type: none"><li>• Produces stretches of language in a register which is appropriate to the situation provided in the task.</li><li>• Responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation.</li><li>• Produces mostly extended stretches of language despite some hesitation, although instances of using short phrases may be present.</li><li>• Can generally respond to change in direction of the conversation.</li><li>• Pronunciation is generally intelligible.</li><li>• Intonation is generally appropriate.</li></ul>	<ul style="list-style-type: none"><li>• Produces error-free simple sentences.</li><li>• Uses a range of appropriate vocabulary when talking about a range of general and curricular topics.</li><li>• Occasional mistakes do not cause comprehension problems.</li></ul>
4	<ul style="list-style-type: none"><li>• Produces stretches of language in a register which is generally appropriate to the situation provided in the task.</li><li>• Attempts to respond to questions and prompts.</li><li>• Produces responses which are extended beyond short phrases, despite hesitation.</li><li>• Effort will need to be made to develop the conversation; only partial success will be achieved.</li><li>• Pronunciation is mostly intelligible.</li><li>• May not follow English intonation patterns at times.</li></ul>	<ul style="list-style-type: none"><li>• Frequently produces error-free simple sentences.</li><li>• Uses appropriate vocabulary to talk about a limited range of general and curricular topics.</li><li>• Errors may cause comprehension problems.</li></ul>

3	<ul style="list-style-type: none"> <li>• Produces stretches of language without awareness of register.</li> <li>• Responses tend to be brief and are characterised by frequent, hesitation.</li> <li>• Has to be encouraged to go beyond short responses and struggles to develop a conversation.</li> <li>• There is a lack of intelligibility of pronunciation, but it is unlikely to impede communication.</li> <li>• May not follow English intonation patterns frequently.</li> </ul>	<ul style="list-style-type: none"> <li>• Produces basic sentence forms and some correct simple sentences.</li> <li>• Uses a limited range of appropriate vocabulary to talk about a limited range of general topics.</li> <li>• Errors are frequent and may lead to misunderstanding.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Responses are so brief that little is communicated.</li> <li>• Barely engages in a conversation.</li> <li>• Pronunciation may cause some communication difficulty.</li> <li>• Does not follow English intonation patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts basic sentence forms, but with limited success.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Heavily relies on apparently memorised utterances.</li> <li>• Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics.</li> <li>• Makes numerous errors except in memorised expressions.</li> </ul>
1	<ul style="list-style-type: none"> <li>• No communication possible.</li> <li>• Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot produce basic sentence forms.</li> <li>• Can only produce isolated words and phrases or memorised utterances.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No attempt at the response.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• No rateable language.</li> </ul>	

## *Transcript*

What's the latest fad in sport? Drone racing.

Popular with technology geeks and thrill seekers, drone racing combines virtual reality technology with video game competition.

The history of drone racing starts in 2014. Instead of flying drone around a field, amateur flyers decided to have fun by organising races. Small cameras on the drones allowed flyers to record and upload races. As video clips of racing drones spread across social media, interest in the sport grew. Racing drone technology is different from the machines sold to department stores. Racing drones are designed to go fast. Many fly up to 160 kph. In addition, drone flyers, called pilots, wear a special pair of goggles that lets them see what the camera sees.

The feeling is very virtual reality. It's like you are in the driver's seat of the drone. Good quality racing drones cost around \$500. Some are more than \$3000. The goggles cost between \$100 and \$400.

Like video games, racing is exiting. Races are held on a track. Some are inside a building and others are outdoors. Indoor tracks have obstacles, like walls and tunnels, which means collisions do occur. It's common for a drone to hit something and smash into small pieces.

Races are held in many countries including the US, Canada, England and France. International games attract 100 or more racers hoping to win cash. In 2016, a pilot from England won \$250,000 for finishing first in a race in Dubai.

Drone racing is a new sport that seems to be catching on. Some races are shown on TV.

It's a fast and furious sport that takes cutting edge game technology to the next level.



## **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- 24**

#### **The structure of the summative assessment**

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

Listening – table completion task on the topic «Imagination and Creativity».

Reading – reordering and True/False tasks on the topic «Stress and Fear».

Writing – open-ended task on the topics «Stress and Fear», «Imagination and Creativity» or «Reading for Pleasure».

Speaking – making a dialogue on the topics «Stress and Fear», «Imagination and Creativity» or «Reading for Pleasure».

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

### Characteristic of tasks for summative assessment for term 3

Unit	Strand	Learning objective	*Total number of questions	*Question №	Type of question	*Task description	Time	Total marks
Stress and Fear  Imagination and Creativity  Reading for Pleasure	Listening	10.2.3 Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 10.2.4 Understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	6	1 2 3 4 5 6	Table completion	Each learner works individually. Learners listen to two conversations about pieces of art on the topic «Imagination and Creativity» twice having chance to look through the questions before the recording starts. The task consists of 2 questions on identifying the implied meaning and 4 questions on identifying the details of an argument. Questions require short answers in a word or a phrase.	10 minutes	6
	Reading	10.4.2 Understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics 10.4.7 Recognise patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics	6	1 2 3 4 5 6	Reordering  True/False	Each learner works individually. Learners read a text called «Adrenaline Junkies» on the topic «Stress and Fear» and complete the task. The task consists of 2 parts: part 1 requires putting the given paragraphs in the correct order. Part 2 asks to identify specific information and details and mark the statements True/False according to the context.	10 minutes	6

	Writing	10.5.3 Write with grammatical accuracy on a range of familiar general and curricular topics 10.5.7 Use independently appropriate layout at text level on a range of general and curricular topics	1	1	Open-ended	Each learner works individually. Learner should continue the given story using imagination, creativity and experiences. They should write using appropriate layout and grammar structures to express comparative degrees and intensifying adjectives.	20 minutes	6
	Speaking	10.3.4 Evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics 10.3.6 Navigate talk and modify language through paraphrase and correction in talk on a range of familiar general and curricular topics	1	1	Open-ended	Learners work in pairs. They will be given a card with questions. Learners have 1 minute to prepare the talk and 2-3 minutes to speak on it. The content of the cards is focused on the topics «Stress and Fear», «Imagination and Creativity» or «Reading for Pleasure».	2-3 minutes for a pair	6
<b>TOTAL:</b>							<b>40 minutes</b> (excluding Speaking)	<b>24</b>
Note: *-sections that can be changed								

**Sample questions and mark scheme**  
**Tasks for the Summative Assessment for term 3**

**LISTENING**

**Task.** Listen to two different conversations and for questions 1 and 4, in a word or phrase, write what the feeling or message is that they think each artist is trying to convey. For questions 2-3 and 5-6, underline the correct option and write the key words or phrases from the listening that support your answers. *CD3 Tapescript 1.*

	Artist's feeling or message	Does the woman like/dislike the painting?	Does the man like/dislike the painting?
<b>Conversation 1</b>	1) _____ _____ _____ [1]	2) _____ _____ _____ [1]	3) _____ _____ _____ [1]
<b>Conversation 2</b>	4) _____ _____ _____ [1]	5) _____ _____ _____ [1]	6) _____ _____ _____ [1]

**Total [6]**

**READING**

**Task.** Read the text carefully. The given paragraphs are not in correct order. Number the paragraphs A-D in the correct order 1-4.

*Example: 0-C*

- |   |       |     |
|---|-------|-----|
| 1 | _____ | [1] |
| 2 | _____ | [1] |
| 3 | _____ | [1] |

**Adrenaline Junkies**

**A** You might think that the whole point of an extreme sport is that it is dangerous. Although this is important, it isn't only danger that these sportspeople are seeking. They also find these sports incredibly exhilarating and, in fact, it's this element – the combination of fear and enjoyment – that provides the real thrill. In the case of an extreme sportsperson, fear becomes pleasure.

**B** In today's world, where actually predators and natural dangers seldom exist, this response can eventually cause stress and feelings of anxiety. In addition, any decisions we make in a risky situation can actually be influenced by the effect adrenaline has on the body. For some people adrenaline can have long-term negative effects, but others can actually get addicted to it and the feeling it gives. These people are often referred to as "adrenaline addicts" or "adrenaline junkies".

**C** Adrenaline is the hormone that prepares our bodies to react in times of stress or danger. When a person perceives a situation as dangerous, adrenaline is released into the bloodstream in order to increase blood flow and heart rate. Blood is rapidly supplied to the parts of the body needed most, like the legs and the pupils of the eyes. At the same time, the supply is reduced to areas of less importance, like the skin and stomach.

**D** Evidence of this phenomenon can be found in the ever-growing world of extreme sports. There is now a wide range of sports designed to give these adrenaline junkies the thrill they need. Ever more strange are emerging – from the more usual (such as skydiving or snowboarding) to the

incredibly dangerous. Examples of these include base jumping (when people parachute off buildings or cliffs), ice climbing, and cave diving.

**Task.** Read the article again and mark the sentences True or False.

4. The effects of adrenaline can vary from person to person. \_\_\_\_\_ [1]  
5. The adrenaline response is a necessary part of life. \_\_\_\_\_ [1]  
6. It is impossible to have the feeling of sacredness and enjoyment at the same time. \_\_\_\_\_ [1]

**Total [6]**

## WRITING

**Task.** Choose **ONE** of the topics and write a story.

**Topic 1.** You are asked to write a story for your school magazine continuing the following sentence:

*“Megan could see straight away that the painting was a fake.”*

**In your writing try to use linking words for structure, correct style, layout and different adjectives. Write 3 paragraphs using the plan below:**

- Paragraph 1** - when / where / description of the main characters  
**Paragraph 2** - events in the order they happened/ your feelings  
**Paragraph 3** - the end of the story (resolution)

**Topic 2.** You are asked to write a story for your school magazine continuing the following sentences:

*“I knew it was going to be a strange night.”*

**In your writing try to use linking words for structure, correct style. Write 3 paragraphs using the plan below:**

- Paragraph 1** - when / where / description of the main characters  
**Paragraph 2** - events in the order they happened/ your feelings  
**Paragraph 3** - the end of the story (resolution)

**Total [6]**

## SPEAKING

**Task.** Work in pairs. Choose **ONE** of the cards and answer the questions. You have 1 minute to prepare and 2-3 minutes to speak.

**In your speaking you should:**

- evaluate and comment on the views of others;
- try to keep the conversation going;
- modify language through paraphrase and correction.

### Card 1

1. How do you think people react in a life or death disaster situation?
2. What would you do when you are on a plane and the flight attendant starts to explain the safety procedures?
3. How do people usually behave in emergency situations? Why?
4. What would you do if you were in a hotel on the 5<sup>th</sup> floor and fire alarm went off in the middle of the night?

**Card 2**

1. What is phobia?
2. What are the most common types of phobias?
3. Do you have any phobias or is there anything you are afraid of?
4. How does your “fight or flight response” work?

**Card 3**

1. Do you think creativity comes with time and thought or people are born creative talent?
2. What are some ways that a person can be creative?
3. Does the education system in your country encourage creativity? How?
4. Is creativity a good thing? Why or why not?

**Card 4**

1. What is the most amazing thing about human brain?
2. What are some extraordinary things some people can do with their brains?
3. Do you think humans will ever completely understand the brain? Why or why not?
4. What do you do to train your brain?

**Card 5**

1. What is the book that you have recently read?
2. How well do you think the author built the world in the book you have recently read?
3. What do you think the author’s purpose was in writing this book?
4. What symbols did the author use to support the main idea(s)?

**Card 6**

1. What was your initial reaction to the book that you have recently read?
2. How credible or believable did you find the narrator to be?
3. How did the structure of the book affect the story?
4. Did the book change your opinion or perspective about anything? Why or why not?

**Total [6]**

**Total marks\_\_\_\_/24**

**Mark scheme**  
**Listening and Reading**

Question №	Answer	Mark	Additional information
Listening			
1	Possible answers: unsettling / disturbing / the contrast of black and white	1	Any answer can be accepted, if it is appropriate answer to the question. A learner can get only one point for each question.
2	Possible answers: you feel like the photo might fade to black / the more I look the more I like it	1	
3	Possible answers: it's (really) quite captivating / i's interesting how the artist conveys the feelings	1	
4	Possible answers: to show the true beauty of the objects / making the objects look real / realism	1	
5	Possible answers: the details are incredible / the texture of foil is so real	1	
6	Possible answers: it's making my mouth watering / this is impressive	1	
Reading			
1	B	1	
2	D	1	
3	A	1	
4	True	1	
5	True	1	
6	False	1	
Total marks		12	

**Mark scheme**  
**Writing and Speaking**

**CRITERIA FOR MARKING WRITING**

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

Mark / Criterion	Content (relevance and development of ideas)	Organisation (cohesion, paragraphing, and format)	Vocabulary (style and accuracy)	Grammar (style and accuracy) and Punctuation (accuracy)
6	<ul style="list-style-type: none"> <li>• All content is relevant to the task.</li> <li>• The register completely corresponds to the requirements of the task; consistent and intentional misuse of register* may indicate a writer's personal style.</li> <li>• All content points are fully addressed and developed in a balanced way.</li> </ul> <p>*Such misuse of register should not harm the format of writing.</p>	<ul style="list-style-type: none"> <li>• Uses a wide range of advanced connectors accurately; referencing is mostly clear.</li> <li>• 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.</li> <li>• The format is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of advanced vocabulary appropriately; uses less common lexical items with occasional inappropriacies.</li> <li>• Has good control of word formation; may make occasional errors in producing less common word forms.</li> <li>• Spells common vocabulary items correctly; very few (one or two) occasional spelling mistakes may be present.</li> <li>• May occasionally misspell less common lexical items.</li> <li>• Errors in word choice and/or spelling do not distort meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple and compound sentence forms correctly and demonstrates variety in length and complexity.</li> <li>• Uses complex sentences accurately, including punctuation.</li> <li>• Rare errors in grammar and/or punctuation.</li> </ul>
5	<ul style="list-style-type: none"> <li>• All content is relevant to the task; insignificant content omissions may be present.</li> <li>• The register on the whole corresponds to the requirements of the task; occasional and inconsistent misuse of register may be present.</li> <li>• Most content points are addressed, but their development</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of basic connectors accurately and attempts to use more advanced connectors, but not always accurately, and referencing, but not always clearly or appropriately.</li> <li>• Uses paragraphs to separate ideas; most paragraphs revolve around one idea or a set of like</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of everyday vocabulary appropriately; uses less common lexical items, but may make frequent errors.</li> <li>• Has good control of word formation; may make errors in producing less common word forms.</li> <li>• Spells common vocabulary items correctly; few (no more</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple and compound sentence forms correctly, but does not demonstrate variety in length.</li> <li>• Occasional errors in grammar and/or punctuation do not distort meaning.</li> </ul>



	may be slightly imbalanced.	ideas; the size of each paragraph may reflect imbalanced development of ideas. • The format is appropriate.	than five) occasional spelling mistakes may be present. • May often misspell less common lexical items. • Errors in word choice and/or spelling do not distort meaning.	
4	<ul style="list-style-type: none"> <li>• Most content is relevant to the task; insignificant content omissions may be present.</li> <li>• The register on the whole corresponds to the requirements of the task.</li> <li>• Most content points are addressed, but some content points may be more fully covered than others.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of basic connectors accurately.</li> <li>• 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).</li> <li>• The format is generally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexical items.</li> <li>• Has good control of word formation; can produce common word forms correctly.</li> <li>• May make infrequent errors in spelling more difficult words.</li> <li>• Errors in word choice and/or spelling rarely distort meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple and some compound sentence forms correctly.</li> <li>• While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Some content is relevant to the task; significant content omissions may be present.</li> <li>• The register barely corresponds to the requirements of the task.</li> <li>• Only some content points, which are minimally addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some basic connectors, but these may be inaccurate or repetitive.</li> <li>• Writes in paragraphs, but may not use them to separate ideas (a script may have random breaks between paragraphs).</li> <li>• The format may be inappropriate in places.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses basic vocabulary reasonably appropriately.</li> <li>• Has some control of word formation; can produce some common word forms correctly.</li> <li>• Makes frequent errors in spelling more difficult words, but simple words are spelled correctly.</li> <li>• Errors in word choice and/or spelling distort meaning at times.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple sentence forms mostly correctly.</li> <li>• Errors in grammar and/or punctuation may distort meaning at times.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Severe irrelevances and misinterpretations of the task may be present.</li> <li>• Only few content points, which are minimally addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• May use a very limited range of basic cohesive devices, and those used may not indicate a logical relationship between ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses an extremely limited range of vocabulary.</li> <li>• Has very limited control of word formation; can produce a few common word forms</li> </ul>	<ul style="list-style-type: none"> <li>• Writes some simple sentence forms correctly.</li> <li>• Frequent errors in grammar and/or punctuation distort meaning.</li> </ul>

		<ul style="list-style-type: none"> <li>Attempts to write in paragraphs, but their use may be confusing (may start every sentence with a new line).</li> <li>The format may be inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Makes many errors in spelling, including a range of simple words.</li> <li>Errors in word choice and/or spelling distort meaning.</li> </ul>	
1	<ul style="list-style-type: none"> <li>Attempts the task, but it is largely misinterpreted and the response is barely relevant to the task.</li> </ul>	<ul style="list-style-type: none"> <li>Links are missing or incorrect.</li> <li>Does not write in paragraphs at all (a script is a block of text).</li> <li>The format is not appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Can only use a few isolated words and/or memorised phrases.</li> <li>Has essentially no control of word formation; can barely produce any word forms.</li> <li>Displays few examples of conventional spelling.</li> </ul>	<ul style="list-style-type: none"> <li>No evidence of sentence forms.</li> </ul>
0	<ul style="list-style-type: none"> <li>Does not attempt the task in any way.</li> </ul> OR <ul style="list-style-type: none"> <li>The response is completely irrelevant to the task.</li> </ul> OR <ul style="list-style-type: none"> <li>There is too little language to assess.</li> </ul> OR <ul style="list-style-type: none"> <li>Content is completely incomprehensible due to extremely poor handwriting: very few words are distinguishable, so there is a lack of context to verify meaning.</li> </ul>			

## CRITERIA FOR MARKING SPEAKING

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

Mark / Criterion	Development and Fluency	Language
6	<ul style="list-style-type: none"><li>• Produces stretches of language in a register which is appropriate to the situation provided in the task and may opt to vary register to enhance meaning.</li><li>• Shows sustained ability to maintain a conversation and to make relevant contributions at some length.</li><li>• Produces extended stretches of language despite some hesitation.</li><li>• Can respond to change in direction of the conversation.</li><li>• Pronunciation is intelligible.</li><li>• Intonation is appropriate.</li></ul>	<ul style="list-style-type: none"><li>• Produces error-free simple sentences.</li><li>• Uses complex grammatical forms, but may make errors, which rarely cause comprehension problems.</li><li>• Uses a range of appropriate vocabulary to give and exchange views on a growing range of general and curricular topics.</li></ul>
5	<ul style="list-style-type: none"><li>• Produces stretches of language in a register which is appropriate to the situation provided in the task.</li><li>• Responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation.</li><li>• Produces mostly extended stretches of language despite some hesitation, although instances of using short phrases may be present.</li><li>• Can generally respond to change in direction of the conversation.</li><li>• Pronunciation is generally intelligible.</li><li>• Intonation is generally appropriate.</li></ul>	<ul style="list-style-type: none"><li>• Produces error-free simple sentences.</li><li>• Uses a range of appropriate vocabulary when talking about a range of general and curricular topics.</li><li>• Occasional mistakes do not cause comprehension problems.</li></ul>
4	<ul style="list-style-type: none"><li>• Produces stretches of language in a register which is generally appropriate to the situation provided in the task.</li><li>• Attempts to respond to questions and prompts.</li><li>• Produces responses which are extended beyond short phrases, despite hesitation.</li><li>• Effort will need to be made to develop the conversation; only partial success will be achieved.</li><li>• Pronunciation is mostly intelligible.</li><li>• May not follow English intonation patterns at times.</li></ul>	<ul style="list-style-type: none"><li>• Frequently produces error-free simple sentences.</li><li>• Uses appropriate vocabulary to talk about a limited range of general and curricular topics.</li><li>• Errors may cause comprehension problems.</li></ul>

3	<ul style="list-style-type: none"> <li>• Produces stretches of language without awareness of register.</li> <li>• Responses tend to be brief and are characterised by frequent, hesitation.</li> <li>• Has to be encouraged to go beyond short responses and struggles to develop a conversation.</li> <li>• There is a lack of intelligibility of pronunciation, but it is unlikely to impede communication.</li> <li>• May not follow English intonation patterns frequently.</li> </ul>	<ul style="list-style-type: none"> <li>• Produces basic sentence forms and some correct simple sentences.</li> <li>• Uses a limited range of appropriate vocabulary to talk about a limited range of general topics.</li> <li>• Errors are frequent and may lead to misunderstanding.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Responses are so brief that little is communicated.</li> <li>• Barely engages in a conversation.</li> <li>• Pronunciation may cause some communication difficulty.</li> <li>• Does not follow English intonation patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts basic sentence forms, but with limited success.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Heavily relies on apparently memorised utterances.</li> <li>• Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics.</li> <li>• Makes numerous errors except in memorised expressions.</li> </ul>
1	<ul style="list-style-type: none"> <li>• No communication possible.</li> <li>• Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot produce basic sentence forms.</li> <li>• Can only produce isolated words and phrases or memorised utterances.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No attempt at the response.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• No rateable language.</li> </ul>	

## *Transcript*

Narrator: Conversation number one.  
Man: Sara, come over here and check this out.  
Woman: Uh-huh ... what are you looking at? Oh ... it's a bit ... dark.  
Man: Well, yeah, and thus the title: "Storm clouds over beach."  
Woman: Hmmm. It's unsettling, isn't it?  
Man: Yeah ... it is a little disturbing. It's interesting how the artist manages to convey that feeling. There's the contrast of the dark sky and beach with the white foam of the water ...  
Woman: And ... the last bit of sun is just about to be swallowed by the oncoming storm. You feel like the photo might fade to black at any moment.  
Man: You can almost hear the ebb and flow of the tide, too, can't you?  
Woman: Yeah ... You know, at first I didn't really care for this photo, but the more I look ... the more I like it.  
Man: Yes, it does. It's really quite captivating ...  
Narrator: Conversation number two.  
Woman 2: Look the detail on this. It's incredible.  
Man 2: Yeah, I am not a big fan of realism, but this is impressive. It almost looks like a photograph.  
Woman 2: The texture of the tin foil is so real. How on earth did he do that? And look at how the light reflects here, and ... there's shadow there. You can almost feel the sun moving slowly across the canvas as the artist painted, can't you?  
Man 2: I can't get over the colour of the grapes. It's making my mouth water.  
Woman 2: Yeah, it's almost like you've put on a pair of glasses ... and you're really seeing this fruit and the foil ...  
Man 2: I think that's what the artist wanted ... for us to see the true beauty of these objects ...  
Woman 2: Hmm-mm. You know, I'd like to reach right in, take one of those grapes and pop it in my mouth.  
Man 2: Me, too. Hey, let's grab some lunch in the café downstairs. I'm getting hungry.  
Woman 2: Sounds good!

## ***Resources***

Listening: the task was adapted from Susan Stempleski (2007), "World Pass Advanced" Student's Book (Unit 11 The Impact of Art). Thomson ELT

## **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- 24**

#### **The structure of the summative assessment**

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

Listening – multiple-choice and sentence completion tasks the topic «Different Ways of Living».

Reading – Yes/No/ Not given task on the topic «Independent Project».

Writing – writing an opinion essay on the topics «Different Ways of Living» and «Independent Project».

Speaking – making a monologue on the topics «Different Ways of Living» and «Independent Project».

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

**Characteristic of tasks for summative assessment for term 4**

<b>Unit</b>	<b>Strand</b>	<b>Learning objective</b>	<b>*Total number of questions</b>	<b>*Question №</b>	<b>*Type of question</b>	<b>*Task description</b>	<b>Time</b>	<b>Total marks</b>
Different Ways of Living  Independent Project	Listening	10.2.5 Recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 10.2.6 Deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	6	1 2 3 4 5 6	Multiple-choice  Sentence completion	Each learner works individually. Learners listen to the recording twice on the topic «Different Ways of Living» having chance to look through the questions before the recording starts. The task consists of 3 multiple-choice questions with one possible answer where learners choose correct answer from three alternatives A, B or C and 3 questions on completing the sentences with one word.	10 minutes	6
	Reading	10.4.4 Read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 10.4.6 Recognise the attitude or opinion of the writer in extended texts on a wide range of	6	1 2 3 4 5 6	Yes/No/ Not given	Each learner works individually. Learners are given a text on the topic «Independent Project»: Planning a sustainable city”. Learners read the text and mark the statements Yes/No/Not given.	10 minutes	6

		familiar general and curricular topics						
	Writing	<p>10.5.5 Develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics</p> <p>10.5.9 Punctuate written work at text level on a wide range of general and curricular topics with a good degree of accuracy</p> <p>10.6.17 Use if / if only in third conditional structures, use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics</p>	1	1	Open ended	Each learner works individually. Learners write two body paragraphs of an opinion essay about healthy life or future sustainable city. In writing they use appropriate linking words and spell words correctly. Also they should use conditional structures.	20 minutes	6
	Speaking	<p>10.3.3 Explain and justify own and others' point of view on a wide range of general and curricular topics</p> <p>10.3.7 Use appropriate subject-specific vocabulary and syntax to</p>	1	1	Open ended	Learners work individually, explaining and justifying their viewpoints on topics «Different Ways of Living» and «Independent Project». They should use topic related vocabulary appropriately when speaking. Also they should use a	Each learner talks for 2-3 minutes.	6



		talk about a range of general and curricular topics 10.6.8 Use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics				variety of future forms.		
<b>TOTAL:</b>							<b>40 minutes</b> (excluding Speaking)	<b>24</b>
Note: *-sections that can be changed								

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

**LISTENING**

**Task.** Listen to the recording and choose the correct answer according to what you hear.

*Follow the link below to listen to the audio (listen until 2.11).*

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/man-or-beast>

1. The presenter finds Charles Foster's book ...  
A) extraordinary.  
B) trivial.  
C) unbelievable. [1]
2. When describing the book, Jon's voice creates the atmosphere of ...  
A) hesitation.  
B) suspicion.  
C) triumph. [1]
3. According to Jon, Foster ...  
A) conducted thorough investigation before going for a wild.  
B) had no chance to prepare for his experiment properly.  
C) was unable live the same life as animals in the wild. [1]

**Task 2.** Write no more than **ONE** word to complete the sentences.

4. According to Foster, children are better than adults at living like animals because they are more \_\_\_\_\_. [1]
5. A/an \_\_\_\_\_ is a very small creature with no bones, arms or legs which lives in soil. [1]
6. Foster found it difficult to \_\_\_\_\_ the otter's reoccupation with food. [1]

**Total [6]**

**READING**

**Task.** Read the article below and mark the statements YES / NO / NOT GIVEN.

**Sustainable architecture – lessons from the ant**

*Termite mounds were the inspiration for an innovative design in sustainable living*

The extraordinary Eastgate Building in Harare, Zimbabwe's capital city, is said to be the only one in the world to use the same cooling and heating principles as the termite mound.

This is all possible only because Harare is 1600 feet above sea level, has cloudless skies, little humidity and rapid temperature swings days as warm as 31°C commonly drop to 14°C at night. 'You couldn't do this in New York, with its fantastically hot summers and fantastically cold winters,' architect Mick Pearce said. But then his eyes lit up at the challenge. 'Perhaps you could store the summer's heat in winter somehow.'

The engineering firm of Ove Amp & Partners, which worked with him on the design, monitors daily temperatures outside, under the floors and at knee, desk and ceiling level. Ove Amp's graphs show that the temperature of the building has generally stayed between 23°C and 25°C with the exception of the annual hot spell just before the summer rains in October, and three days in November, when a janitor accidentally switched off the fans at night.

Pearce, disdaining smooth glass skins as ‘igloos in the Sahara’, calls his building, with its exposed girders and pipes, ‘spiky’. The design of the entrances is based on the porcupine-quill headdresses of the local Shona tribe. Elevators are designed to look like the mineshaft cages used in Zimbabwe’s diamond mines. The shape of the fan covers, and the stone used in the construction, are echoes of Great Zimbabwe, the ruins that give the country its name.

Standing on a roof catwalk, peering down inside at people as small as termites below. Pearce said he hoped plants would grow wild in the atrium and pigeons and bats would move into it like that termite fungus, further extending the whole ‘organic machine’ metaphor.

1. Mick Pearce was a designer of Eastgate Building. \_\_\_\_\_ [1]
2. Mick does not see any perspectives of using the termite mound system of cooling and heating other parts of the world. \_\_\_\_\_ [1]
3. It is easier to build something similar to Eastgate in countries with warm climate rather than cold one. \_\_\_\_\_ [1]
4. Ove Arup’s data suggest that Eastgate’s temperature control system functions well for most of the year. \_\_\_\_\_ [1]
5. Some elements of Eastgate Building reflect important features of Zimbabwe’s history and culture. \_\_\_\_\_ [1]
6. Pearce believes that his building would be improved by better protection from harmful organisms. \_\_\_\_\_ [1]

**Total [6]**

## WRITING

**Task.** Choose **ONE** of the topics and write two body paragraphs of an essay.

- Support your ideas with arguments for and/or against;
- Give reasons or examples;
- Use appropriate punctuation marks;
- Follow the structure using appropriate linking devices.

**Topic 1.** *Is it better to eat healthy or exercise to be healthy?*

**Topic 2.** *Should the government spend money on building sustainable cities?*

**Total [6]**

## SPEAKING

**Task.** Choose **ONE** of the cards and answer the questions. You have 1 minute to prepare and 2-3 minutes to speak.

### Card 1

1. What springs to your mind when you hear the word “future”?
2. Do you think the future will be good?
3. What do you think future cities will be like?
4. Would you prefer to live in the future or in today’s world?

**Card 2**

1. How do you think cities will change in the future?
2. What do you think of the idea of underwater cities?
3. What questions would you like to ask an expert on the future?
4. What bad things do you think might be in the future?

**Card 3**

1. Do you lead a fast lifestyle? Explain.
2. Can you think of three things you can do to slow down and have happier life?
3. To what extent do you think technology makes people live their lives at full speed?
4. What kind of lifestyle people will have 50 years from now? How will the life change?

**Card 4**

1. Would you change your lifestyle if you could? How?
2. Would you enjoy working from home? Why? Why not?
3. What reasons make people travel and work abroad?
4. What types of things make you feel happy?

**Card 5**

1. Would you like to live in an eco-city? Why or why not?
2. How would your life change if you moved to an eco-city?
3. What habits would you abandon to live in it?
4. Who should be responsible for protecting our resources – government or individuals?

**Card 6**

1. What are the advantages and disadvantages of living in a big city?
2. What changes have you observed in your city in past 5 years?
3. If you were the mayor of your city, what would you do to improve it?
4. Which is better, living in the countryside or in the city?

**Card 7**

1. Why did the phenomenon of downshifting appear?
2. How can we find work-life balance and work-family balance?
3. Is it possible to arrange your life so as to have enough time for yourself and your family and enough money for a living at the same time?
4. What do you think about freelance?

**Card 8**

1. What would life be like without money?
2. How often do you think about money?
3. What does the expression “money does not grow on tree” mean? What would life be like if money grew on trees?
4. To what extent are you good at saving money?

**Total [6]**

**Total marks\_\_\_\_/24**

**Mark scheme**  
**Listening and Reading**

<b>Question №</b>	<b>Answer</b>	<b>Mark</b>	<b>Additional information</b>
Listening			
1	A	1	
2	C	1	
3	A	1	
4	sociable	1	
5	earthworm	1	
6	recreate	1	
Reading			
1	YES	1	Y
2	NO	1	N
3	NOT GIVEN	1	NG
4	YES	1	Y
5	YES	1	Y
6	NO	1	N
<b>Total marks</b>		<b>12</b>	

**Mark scheme**  
**Writing and Speaking**

**CRITERIA FOR MARKING WRITING**

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

Mark / Criterion	Content (relevance and development of ideas)	Organisation (cohesion, paragraphing, and format)	Vocabulary (style and accuracy)	Grammar (style and accuracy) and Punctuation (accuracy)
6	<ul style="list-style-type: none"> <li>• All content is relevant to the task.</li> <li>• The register completely corresponds to the requirements of the task; consistent and intentional misuse of register* may indicate a writer's personal style.</li> <li>• All content points are fully addressed and developed in a balanced way.</li> </ul> <p>*Such misuse of register should not harm the format of writing.</p>	<ul style="list-style-type: none"> <li>• Uses a wide range of connectors accurately; referencing is mostly clear.</li> <li>• 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.</li> <li>• The format is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of advanced vocabulary appropriately; uses less common lexical items with occasional inappropriacies.</li> <li>• Has good control of word formation; may make occasional errors in producing less common word forms.</li> <li>• Spells common vocabulary items correctly; very few (one or two) occasional spelling mistakes may be present.</li> <li>• May occasionally misspell less common lexical items.</li> <li>• Errors in word choice and/or spelling do not distort meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple and compound sentence forms correctly and demonstrates variety in length and complexity.</li> <li>• Uses complex sentences accurately, including punctuation.</li> <li>• Rare errors in grammar and/or punctuation.</li> </ul>
5	<ul style="list-style-type: none"> <li>• All content is relevant to the task; insignificant content omissions may be present.</li> <li>• The register on the whole corresponds to the requirements of the task; occasional and inconsistent misuse of register may be present.</li> <li>• Most content points are addressed, but their development</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of basic connectors accurately and attempts to use more advanced connectors, but not always accurately, and referencing, but not always clearly or appropriately.</li> <li>• Uses paragraphs to separate ideas; most paragraphs revolve around one idea or a set of like</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of everyday vocabulary appropriately; uses less common lexical items, but may make frequent errors.</li> <li>• Has good control of word formation; may make errors in producing less common word forms.</li> <li>• Spells common vocabulary items correctly; few (no more</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple and compound sentence forms correctly, but does not demonstrate variety in length.</li> <li>• Occasional errors in grammar and/or punctuation do not distort meaning.</li> </ul>

	may be slightly imbalanced.	ideas; the size of each paragraph may reflect imbalanced development of ideas. • The format is appropriate.	than five) occasional spelling mistakes may be present. • May often misspell less common lexical items. • Errors in word choice and/or spelling do not distort meaning.	
4	<ul style="list-style-type: none"> <li>• Most content is relevant to the task; insignificant content omissions may be present.</li> <li>• The register on the whole corresponds to the requirements of the task.</li> <li>• Most content points are addressed, but some content points may be more fully covered than others.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of basic connectors accurately.</li> <li>• 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).</li> <li>• The format is generally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexical items.</li> <li>• Has good control of word formation; can produce common word forms correctly.</li> <li>• May make infrequent errors in spelling more difficult words.</li> <li>• Errors in word choice and/or spelling rarely distort meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple and some compound sentence forms correctly.</li> <li>• While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Some content is relevant to the task; significant content omissions may be present.</li> <li>• The register barely corresponds to the requirements of the task.</li> <li>• Only some content points, which are minimally addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some basic connectors, but these may be inaccurate or repetitive.</li> <li>• Writes in paragraphs, but may not use them to separate ideas (a script may have random breaks between paragraphs).</li> <li>• The format may be inappropriate in places.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses basic vocabulary reasonably appropriately.</li> <li>• Has some control of word formation; can produce some common word forms correctly.</li> <li>• Makes frequent errors in spelling more difficult words, but simple words are spelled correctly.</li> <li>• Errors in word choice and/or spelling distort meaning at times.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple sentence forms mostly correctly.</li> <li>• Errors in grammar and/or punctuation may distort meaning at times.</li> </ul>

2	<ul style="list-style-type: none"> <li>• Severe irrelevances and misinterpretations of the task may be present.</li> <li>• Only few content points, which are minimally addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• May use a very limited range of basic cohesive devices, and those used may not indicate a logical relationship between ideas.</li> <li>• Attempts to write in paragraphs, but their use may be confusing (may start every sentence with a new line).</li> <li>• The format may be inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses an extremely limited range of vocabulary.</li> <li>• Has very limited control of word formation; can produce a few common word forms correctly.</li> <li>• Makes many errors in spelling, including a range of simple words.</li> <li>• Errors in word choice and/or spelling distort meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes some simple sentence forms correctly.</li> <li>• Frequent errors in grammar and/or punctuation distort meaning.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Attempts the task, but it is largely misinterpreted and the response is barely relevant to the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Links are missing or incorrect.</li> <li>• Does not write in paragraphs at all (a script is a block of text).</li> <li>• The format is not appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Can only use a few isolated words and/or memorised phrases.</li> <li>• Has essentially no control of word formation; can barely produce any word forms.</li> <li>• Displays few examples of conventional spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of sentence forms.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Does not attempt the task in any way.</li> </ul> OR <ul style="list-style-type: none"> <li>• The response is completely irrelevant to the task.</li> </ul> OR <ul style="list-style-type: none"> <li>• There is too little language to assess.</li> </ul> OR <ul style="list-style-type: none"> <li>• Content is completely incomprehensible due to extremely poor handwriting: very few words are distinguishable, so there is a lack of context to verify meaning.</li> </ul>			



## CRITERIA FOR MARKING SPEAKING

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

Mark / Criterion	Development and Fluency	Language
6	<ul style="list-style-type: none"><li>• Produces stretches of language in a register which is appropriate to the situation provided in the task and may opt to vary register to enhance meaning.</li><li>• Shows sustained ability to maintain a conversation and to make relevant contributions at some length.</li><li>• Produces extended stretches of language despite some hesitation.</li><li>• Can respond to change in direction of the conversation.</li><li>• Pronunciation is intelligible.</li><li>• Intonation is appropriate.</li></ul>	<ul style="list-style-type: none"><li>• Produces error-free simple sentences.</li><li>• Uses complex grammatical forms, but may make errors, which rarely cause comprehension problems.</li><li>• Uses a range of appropriate vocabulary to give and exchange views on a growing range of general and curricular topics.</li></ul>
5	<ul style="list-style-type: none"><li>• Produces stretches of language in a register which is appropriate to the situation provided in the task.</li><li>• Responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation.</li><li>• Produces mostly extended stretches of language despite some hesitation, although instances of using short phrases may be present.</li><li>• Can generally respond to change in direction of the conversation.</li><li>• Pronunciation is generally intelligible.</li><li>• Intonation is generally appropriate.</li></ul>	<ul style="list-style-type: none"><li>• Produces error-free simple sentences.</li><li>• Uses a range of appropriate vocabulary when talking about a range of general and curricular topics.</li><li>• Occasional mistakes do not cause comprehension problems.</li></ul>
4	<ul style="list-style-type: none"><li>• Produces stretches of language in a register which is generally appropriate to the situation provided in the task.</li><li>• Attempts to respond to questions and prompts.</li><li>• Produces responses which are extended beyond short phrases, despite hesitation.</li><li>• Effort will need to be made to develop the conversation; only partial success will be achieved.</li><li>• Pronunciation is mostly intelligible.</li><li>• May not follow English intonation patterns at times.</li></ul>	<ul style="list-style-type: none"><li>• Frequently produces error-free simple sentences.</li><li>• Uses appropriate vocabulary to talk about a limited range of general and curricular topics.</li><li>• Errors may cause comprehension problems.</li></ul>

3	<ul style="list-style-type: none"> <li>• Produces stretches of language without awareness of register.</li> <li>• Responses tend to be brief and are characterised by frequent, hesitation.</li> <li>• Has to be encouraged to go beyond short responses and struggles to develop a conversation.</li> <li>• There is a lack of intelligibility of pronunciation, but it is unlikely to impede communication.</li> <li>• May not follow English intonation patterns frequently.</li> </ul>	<ul style="list-style-type: none"> <li>• Produces basic sentence forms and some correct simple sentences.</li> <li>• Uses a limited range of appropriate vocabulary to talk about a limited range of general topics.</li> <li>• Errors are frequent and may lead to misunderstanding.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Responses are so brief that little is communicated.</li> <li>• Barely engages in a conversation.</li> <li>• Pronunciation may cause some communication difficulty.</li> <li>• Does not follow English intonation patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts basic sentence forms, but with limited success.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Heavily relies on apparently memorised utterances.</li> <li>• Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics.</li> <li>• Makes numerous errors except in memorised expressions.</li> </ul>
1	<ul style="list-style-type: none"> <li>• No communication possible.</li> <li>• Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot produce basic sentence forms.</li> <li>• Can only produce isolated words and phrases or memorised utterances.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No attempt at the response.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• No rateable language.</li> </ul>	

## Transcript

Presenter: Good afternoon and welcome to 'Book Corner'. Our first review today is of an unusual book by Charles Foster which is a combination of nature writing, biology, philosophy, personal memoir ... it's not very definable, but it's already being described as a modern classic. Jon, tell us about the book you've been reading.

Jon: You're quite right, it's not very easy to define. The title is *Being a Beast* and the book is about the author's attempts to be a beast, that is, to live as an animal, or rather as several animals: a badger, an otter, a fox, a red deer and a bird. He says he wanted to really know what life was like for these animals and so he did the conventional research, the reading and so on. Then he actually tried to live in the same way as them, as far as possible. For example, when he's being a badger, he goes to live in a hole in the ground and crawls around a wood, learning to identify different trees by their smell. He even experiments with eating earthworms. Eighty-five per cent of a badger's diet is made up of earthworms – did you know that?

Presenter: Ugh! I didn't know that. He took one of his children with him, didn't he?

Jon: Yes, his eight-year-old son, Tom. Foster says that children make better animals than adults in many ways – they use their senses to understand the world more, and they think in a much less abstract way than adults. Another reason why he took his son is that badgers are social creatures and would never live alone. He says that Tom adapted quickly to being a badger, learning to smell mice, hear tiny forest sounds and get around on four feet.

Presenter: How did Foster tackle being the other animals?

Jon: In the same kind of way. As an otter, he spent a lot of time in the rivers and lakes and the sea, as an otter would – alone this time, since otters are solitary. The otter's big problem is that it has to spend all its time hunting for food in order to survive, and that feeling of desperation was hard to recreate, but he did catch live fish in his mouth.