

Specification of Summative Assessment for term
on the subject «The English language»
Grade 11
(natural-mathematical 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 11.

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

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

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

Listening

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

Speaking

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

Reading

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

Writing

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

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

Strand	Level of thinking skills	Description	Recommended type of question
Listening	Knowledge and comprehension	<p>Understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;</p> <p>understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;</p> <p>recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;</p> <p>understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics;</p>	<p>Questions with multiple choice answers.</p> <p>Questions that require short answer.</p> <p>Questions that require an extended answer.</p>
Speaking	Application	<p>use formal and informal language registers in talk on a range of general and curricular topics, including some unfamiliar topics;</p> <p>navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics;</p> <p>use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics;</p>	<p>Questions that require short answer.</p> <p>Questions that require an extended answer.</p>
	Higher order thinking skills	<p>ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics;</p> <p>explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics;</p> <p>interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics;</p>	
Reading	Knowledge and comprehension	<p>understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics;</p> <p>understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics;</p> <p>read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics;</p> <p>recognise the attitude, opinion or tone of the</p>	<p>Questions with multiple choice answers.</p> <p>Questions that require short answer.</p> <p>Questions that require an extended answer.</p>

		writer in extended texts on a growing range of more complex and abstract general and curricular topics;	
	Application	skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract general and curricular topics;	
Writing	Application	plan, write, edit and proofread work at text level independently on a wide range of general and curricular topics; use a wide range of vocabulary which is appropriate to topic and genre, and which is spelt accurately; write with grammatical accuracy on a wide range of general and curricular topics; use style and register to achieve an appropriate degree of formality in a wide variety of written genres on general and curricular topics; use independently appropriate layout at text level on a wide range of general and curricular topics;	Questions that require short answer. Questions that require an extended answer.
	Higher order thinking skills	develop with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics.	

5. Administration rules

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

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

Ensure that the learners are working individually and not helping each other. During the Summative Assessment learners should not have any access to additional resources 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 the learners that they have 15 and 5 minutes left before the end of the Summative Assessment.

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

6. Moderation and marking

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

SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 1

Review of summative assessment for term 1

Duration of 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 matching task on the topic «Investigate and report on animal world: bats, eagles, bees and dolphins».

Reading – multiple choice task and open-ended questions in an extended text on the topic «Making connection in biology».

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

Speaking – explaining, justifying own and others' point of view to open-ended questions while describing pictures in pairs on the topics «Making connection in biology» and/or «Investigate and report on animal world: bats, eagles, bees and dolphins».

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

Characteristic of tasks for summative assessment for term 1

Unit	Strand	Learning objective	*Total number of questions	*Question №	*Type of task	*Task description	Time	Total marks
Making connections in biology Investigate and report on animal world: bats, eagles, bees and dolphins	Listening	11.2.5 Recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics	6	1 2 3 4 5 6	Multiple Matching	Learners listen to five different people talking about animals that have been important in their lives. For Speakers 1-5, students should choose from the list (A-F) the animal that each person talking about. For Speaker 5, students should find two appropriate answers.	10 minutes	6
	Reading	11.4.1 Understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.4.2 Understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics	6	1 2 3 4 5 6	Multiple choice questions and Open-ended questions	Learners read a text on the topic “Making connections in biology” trying to understand specific information and choose the correct answer from four alternatives on questions 1 and 4. Questions 2,3,5,6 enable learners to recognize main points and write full answers on them.	10 minutes	6
	Writing	11.5.2 Use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately 11.5.3 Write with grammatical accuracy on a wide range of general and curricular topics	1	1	Writing an article	Learners write an article on the topic “Investigate and report on animal world: bats, eagles, bees and dolphins”. Learners must be sure that they know enough about the animal to describe it fully. Learners should use style, figurative	20 minutes	6

		11.5.4 Use style and register to achieve an appropriate degree of formality in a wide variety of written genres on general and curricular topics				language and wide range of academic vocabulary and write with grammatical accuracy.		
	Speaking	11.3.2 Ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.3.3 Explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics	1	1	Discussion	Learners pair up and have a two-way conversation discussing the given photos. Learners should express their opinions. They have 1 minute to prepare and 2-3 minutes to speak.	2-3 minutes for every learner	6
TOTAL:							40 minutes (excluding Speaking)	24
Note: * - sections that can be changed								

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

LISTENING

Task. You will hear five different people talking about animals that have been important in their lives. For Speakers 1-5, choose from the list (A-F) the animal that each person talking about. For Speaker 5, you should choose two answers.

CD3 Tapescript 1

	Which animal	
Speaker 1 __	A) Was scared of people?	[1]
Speaker 2 __	B) Was in the zoo?	[1]
Speaker 3 __	C) Had been trained to do a job?	[1]
Speaker 4 __	D) Had to be given away?	[1]
Speaker 5 __	E) Was the first pet when he was growing up?	[1]
Speaker 6 __	F) Was very rare?	[1]

Total [6]

READING

Task. Read the article and complete the tasks below.

Talking About Penguins

by Guy Belleranti

Penguins are one of the world's most interesting birds. They waddle when they walk and have flippers instead of wings. The bones in a penguin's flippers are heavier and more solid than those in the wings of a flying bird. This helps the penguin "fly" through the water.

The penguin's black back and white front has an important function, too -- camouflage in the water. Penguins blend in with the sea from above and with the sky from below. This makes it harder for predatory birds, leopard seals, sea lions, orcas and sharks to see them.

Many people think all penguins live in the cold and ice of Antarctica. However, only 6 of the 17 species or types of penguins live in Antarctica. The others live in parts of New Zealand, Australia, South Africa and South America and on the Falkland and Galapagos Islands.

Let's talk about two of the penguin species – the Emperor penguin of Antarctica and the Galapagos penguin of the Galapagos Islands.

The Emperor penguin is the world's largest penguin. Its oily outer feathers help keep it dry. Its dense inner down feathers and thick fat layer helps keep it warm. Emperor penguins also often huddle in groups to conserve heat.

A mother Emperor penguin lays only one egg at a time. After the mother Emperor penguin lays the egg she travels to open sea to feed on fish, squid and krill (shrimp-like ocean crustaceans). The father stays behind with the egg. He keeps it warm and protected by balancing it on his feet and covering it with feathered skin called a brood pouch. The mother returns two months later,



*Emperor penguin with
chick*

regurgitates food for the newly hatched chick, then stays with it while the father goes out to sea to feed.

The Galapagos penguin lives in an area much warmer than Antarctica. The Galapagos Islands are on the Equator, 600 miles west of the South American country of Ecuador. This is as far north as any penguin lives in the wild. The Galapagos penguin is one of the smallest and also one of the most endangered of all penguins. It shares the Galapagos Islands with many other unusual animals including the giant Galapagos tortoise and the blue-footed booby. Instead of having to stay warm the Galapagos penguin must find ways to stay cool. The best way is to spend the heat of day in cool water currents hunting small fish and krill. When a Galapagos penguin does get out of the water it often spreads its flippers to cool off. It might also pant like a dog. And it shades its feet by standing with its body hunched forward.



This has just been a peek at penguins. To find out more visit your school and public libraries.

Choose the best option (A-D)

1. Most wild penguins live... [1]
 - A) in South Africa
 - B) near the North Pole
 - C) in the Southern Hemisphere
 - D) near the Equator
2. A sea lion might have a hard time seeing a penguin swimming in the water. Why? [1]
 - A) Sea lions cannot see the color black very well because it blends in with the snow and ice.
 - B) When the sea lion looks up, the penguin's white belly blends in with the bright colors of the sky.
 - C) Penguins swim very fast and they look like a streak zooming through the water.
 - D) A penguin becomes invisible when it swims in cold water.

Answer to the questions

3. The father Emperor penguin keeps the egg warm and hatches the chick. Where is the mother penguin during this time? [1]
4. How are a penguin's flipper bones different from the bones in other birds' wings? [1]
5. According to the information in the article, what three things does a Galapagos penguin do to cool off when it is too warm? [1]
6. Even though they do not fly, penguins are actually birds. Write an answer in which you describe why penguins are birds. Be sure to mention several traits that are unique to birds. [1]

Total [6]

WRITING

Task: Write an article about a bird, an insect, or animal that you have strong feelings about for your school magazine. Be sure you know enough about the animal to describe it fully.

You should use

- one animal that scares, amuses, or puzzles you;
- sensory details (figurative language) that will make your audience feels the same;
- an eye-catching title;
- an introduction which clearly defines the topic to be covered;
- the main body in which the topic is developed in detail;
- the conclusion – summary of the topic or a final opinion, recommendation or comment.

Total [6]

SPEAKING

Card 1

Discuss the following pictures with your partner by answering these questions:

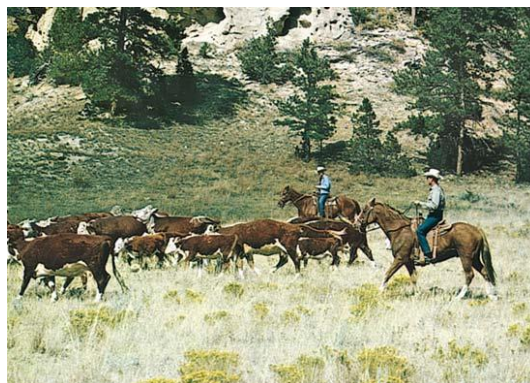
1. What do you know about the maternal instincts of animals?
2. Will the nature be changed if animals care for another species? Explain.



Card 2

Discuss the following pictures with your partner by answering these questions:

1. Why do dogs help people?
2. Have you ever met someone whose dog was his eye?



Card 3

Discuss the following pictures with your partner by answering these questions:

1. What do you know about instinct of animals?
2. Is it important to understand how animals exist in the wild? Why/Why not?



Card 4

Discuss the following pictures with your partner by answering these questions:

1. Does friendship exist between animals? Justify your answer.
2. What are some examples of useful traits that help animals survive? (i.e. a giraffe's long neck)



Card 5

Discuss the following pictures with your partner by answering these questions:

1. How can elephants help people?
2. What do you know about elephants' instinct?



Card 6

Discuss the following pictures with your partner by answering these questions:

1. Do you think that only dogs can be friends of people? Why? /Why not?
2. Why do you think that people have such strong relationships with some kinds of animals and not others



Card 7

Discuss the following pictures with your partner by answering these questions:

1. What are some animals that live in your country?
2. Is it important to protect endangered species? Why/Why not What are the possible benefits?



Card 8

Discuss the following pictures with your partner by answering these questions:

1. Some people consider zoos to be cruel environments for animals. What do you think?
2. Where is the best place to see animals in your country? In the world?



Total [6]

Total marks __/24

Mark scheme
Listening and Reading

Question №	Answer	Mark	Additional information
Listening			
1	B	1	
2	D	1	
3	A	1	
4	F	1	
5	C	1	
6	E	1	
Reading			
1	C	1	
2	B	1	
3	The mother lays the egg, then leaves for two months to go hunt for food.	1	
4	A penguin's flipper bones are denser to help it swim better.	1	
5	It swims in cold water currents. It also pants and spreads its wings.	1	
6	In common with other birds, penguins have feathers and beaks, lay eggs, and are warm-blooded.	1	Through evolutionary processes, penguins' wings gradually adapted to become flippers, which they use for swimming.
Total marks		12	

Mark scheme
Writing and Speaking

CRITERIA FOR MARKING WRITING

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

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

	development 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"> •Most content is relevant to the task; insignificant content omissions may be present. •The register on the whole corresponds to the requirements of the task. •Most content points are addressed, but some content points may be more fully covered than others. 	<ul style="list-style-type: none"> •Uses a range of basic connectors accurately. •Uses paragraphs to separate ideas, but tends to misuse paragraphing (a script is a set of very short paragraphs or some paragraphs may be much longer than other ones for no apparent reason). •The format is generally appropriate. 	<ul style="list-style-type: none"> •Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexical items. •Has good control of word formation; can produce common word forms correctly. •May make infrequent errors in spelling more difficult words. •Errors in word choice and/or spelling rarely distort meaning. 	<ul style="list-style-type: none"> •Writes simple and some compound sentence forms correctly. •While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted.
3	<ul style="list-style-type: none"> •Some content is relevant to the task; significant content omissions may be present. •The register barely corresponds to the requirements of the task. •Only some content points, which are minimally addressed. 	<ul style="list-style-type: none"> •Uses some basic connectors, but these may be inaccurate or repetitive. •Writes in paragraphs, but may not use them to separate ideas (a script may have random breaks between paragraphs). •The format may be inappropriate in places. 	<ul style="list-style-type: none"> •Uses basic vocabulary reasonably appropriately. •Has some control of word formation; can produce some common word forms correctly. •Makes frequent errors in spelling more difficult words, but simple words are spelled correctly. •Errors in word choice and/or spelling distort meaning at times. 	<ul style="list-style-type: none"> •Writes simple sentence forms mostly correctly. •Errors in grammar and/or punctuation may distort meaning at times.
2	<ul style="list-style-type: none"> •Severe irrelevances and misinterpretations of the task may be present. •Only few content points, which are minimally addressed. 	<ul style="list-style-type: none"> •May use a very limited range of basic cohesive devices, and those used may not indicate a logical relationship between ideas. 	<ul style="list-style-type: none"> •Uses an extremely limited range of vocabulary. •Has very limited control of word formation; can produce a few common word forms 	<ul style="list-style-type: none"> •Writes some simple sentence forms correctly. •Frequent errors in grammar and/or punctuation distort meaning.

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

CRITERIA FOR MARKING SPEAKING

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

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

Transcript

Term 1

- Speaker 1 We used to go there all the time because it didn't cost very much in those days. We used to watch the tigers in their enclosure –they were my favourites. One of my earliest memories is watching them eat an enormous piece of meat that the keepers had thrown into their cage. I remember watching them and imagining what they would do to their prey. Although I think it's cruel to keep animals in captivity like that, I think it does help people understand that animals are important and we need to protect them.
- Speaker 2 We were stupid, really. There had been a film about turtles on TV and I said to my parents that I really wanted one, so my father went to the exotic pet shop and bought a turtle. We were all really excited. Unfortunately we hadn't done much research on the animals. As it grew up, it became larger and larger. In the end it was so big that we had nowhere to put it and turtles need a lot of water to live in, you see. So we had to take it to a special sanctuary and they looked after it after that.
- Speaker 3 When we lived in the countryside, there was this really skinny cat that used to come into our garden. He was a stray. He wasn't tame at all. If anyone went near him, he would run away terrified, but we loved him anyway and we called him 'Scraggy', which means 'not healthy' or 'messy'. Anyway, my mother was determined to look after him and although he never trusted us, he did use to eat the food that we left for him –but he'd only eat the food if no one was nearby.
- Speaker 4 The kingfisher is a beautiful bird. It has bright blue feathers and it looks like it should come from Brazil or somewhere in South America. But they live here in Britain. I've only seen one once in my life and it came as a complete surprise. I was eight years old and I was eating breakfast in my kitchen, when I saw this bright blue colour outside and there it was -a kingfisher! You don't often see a kingfisher in the wild. So it was a special memory for me.
- Speaker 5 'Digger' was special for me because, although I can hear perfectly well, both my parents are deaf. They were lucky though, because there are charities which provide special dogs –hearing dogs for the deaf. They teach the dogs to listen for particular noises and they can help deaf people in their everyday lives. My parents had 'Digger' who was one of these dogs and he was the first pet that we had when I was growing up. I used to take him for long walks before school and after school and at the weekends! Yeah... I still miss him today, actually.

Resources

Listening: the task was taken and adapted from the textbook Spotlight on FCE (Exam Booster with key) by Alastair Lane

Reading: the task was taken and adapted from <https://www.superteacherworksheets.com>

SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 2

Review of summative assessment for term 2

Duration of summative assessment - 40minutes

Listening – 10 minutes

Reading – 10 minutes

Writing – 20 minutes

Speaking task conducted separately.

Total marks - 24

The structure of summative assessment

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

Listening – multiple choice questions on the topic «Human Brain».

Reading – multiple choice questions on the topic «Investigate and report on timekeeping devices».

Writing – writing an article on the topics «Human Brain» and/or topic «Investigate and report on timekeeping devices».

Speaking – presentation on the topics «Human Brain» and/or topic «Investigate and report on timekeeping devices».

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

Characteristic of tasks for summative assessment for term 2

Unit	Strand	Learning objective	*Total number of questions	*Question №	*Type of task	*Task description	Time	Total marks
Human brain Investigate and report on timekeeping devices	Listening	11.2.7 Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics	6	1 2 3 4 5 6	Multiple choice questions	Learners listen to the TEDx talk about ‘How playing an instrument benefits your brain’ by Anita Collins on the topic “Human Brain”. Learners should concentrate on details, reasons and evidence in order to get the speaker’s opinion and choose an appropriate answer. Learners should listen to a recording twice, having a chance to look through the questions before the recording starts. Learner should have 2-3 minutes extra after the second time to write down the answers and check them.	10 minutes	6
	Reading	11.4.3 Skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics	6	1 2 3 4 5 6	Multiple choice questions	Learners read “Before clocks, phones and Fitbits, there was sunlight and mathematics” article on the topic “Timekeeping devices” and choose the most appropriate answer.	10 minutes	6
	Writing	11.5.1 Plan, write, edit and proofread work at text level independently on a wide range of general and	1	1	Writing an article	Learners write an article for their school newspaper on the topic “Is the internet killing our brains?”	20 minutes	6

		curricular topics 11.5.7 Use independently appropriate layout at text level on a wide range of general and curricular topics				Learners should write a coherent article stating and explaining an idea. Learners write an outline and follow the structure that was mentioned in the task. Learners should produce the article in academic writing format.		
	Speaking	11.3.1 Use formal and informal language registers in talk on a range of general and curricular topics, including some unfamiliar topics 11.3.6 Navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics	1	1	Presentat ion	Learners choose a card with the questions for their presentation in advance, make the research and prepare the report for their speech. Learners should prepare a presentation and speak on the topics “Human Brain” and “Investigate and report on timekeeping devices” for 3-4 minutes.	3-4 minutes per student	6
TOTAL:							40 minutes (excluding Speaking)	24
Note: * - sections that can be changed								

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

LISTENING

Task. Watch the TEDx talk about ‘How playing an instrument benefits your brain’ by Anita Collins and choose A, B, C, or D for each of the questions. You will hear a presenter twice.

CD3. Tapescript 2.

1. What happens when we listen to music?
 - A) Certain areas of the brain start working
 - B) Work for just a second while we are listening
 - C) There is simultaneous activity in many areas of the brain
 - D) Different areas work at intervals to process melody, rhythm, etc

[1]

2. Which areas of our brain are involved when playing a musical instrument?
 - A) Visual, motor and cerebral cortices
 - B) Motor, cerebral and auditory cortices
 - C) Visual, auditory, and motor cortices
 - D) Cerebral, motor and fine motor cortices

[1]

3. What's the left hemisphere involved in?
 - A) Precision skills like Maths and Language
 - B) Fine motor skills
 - C) Creativity
 - D) Dancing and tapping skills

[1]

4. What's the bridge between the two brain hemispheres called?
 - A) Corpum callum
 - B) Coopco coolism
 - C) Capum cullim
 - D) Corpus callosum

[1]

5. How do musicians improve their memory skills?
 - A) By bringing them to life more quickly
 - B) By assigning multiple tags to their memories
 - C) By linking them through cognitive analysis
 - D) By showing them through music

[1]

6. What have scientists found?
 - A) Playing a music instrument enhance brain functions more than other activities
 - B) Musicians and Sports players have the same cognitive abilities
 - C) All artists have enhanced cognitive abilities

[1]

Total [6]

READING

Task. Read the article and complete the tasks below.

Before clocks, phones and Fitbits, there was sunlight and mathematics

How do you tell the time on a cloudy day? Easy. You look at your phone or your watch.

That works today — but let's go back several thousand years to when watches did not exist. A glance at the sun would give some idea of time. The sundial was in use in Egypt by 1500 B.C. Its principle was simple: As the sun moved across the sky, the shadows it cast also moved. By marking equal divisions around a rock, tree or stick, people could track the passage of time. Seasonal changes brought their own challenges as the angle of the sun shifted. But over time, sundials improved and gained greater accuracy.



An overcast sky, though, could render a sundial useless. Yet, people still had to be at work on time and know when to meet friends for lunch. As a result, many clever ways to tell time were invented.

One was the water clock, which was invented by the Egyptians. A container was filled with water, which steadily drained through a hole of a specific size. Markings on the side of the container showed the passage of time. The water clock was also called the clepsydra, from the Greek words "to steal water." Gradually, the water clock became more sophisticated.

Al-Jazari is remembered as a famous 12th century Arab scholar. He used water to power his 20-foot-tall clock. The device was large and very complicated. Early scientists, like their modern counterparts, were brilliant people. Arab scholars may not have had battery-powered calculators or computers, but they made incredible scientific advances. They were making major advancements long before Europe moved out of the so-called Dark Ages.

When The Candle Is Spent ...

In China, people used candles to tell time. Around the year A.D. 520, You Jiangu and a few colleagues figured out that similar candles burn at the same rate. For example, they took six candles, each marked in 12 sections. They knew each candle took four hours to burn away. Simple math will tell you that each section took 20 minutes to burn.

About 300 years later, England's King Alfred used a similar candle clock. Did it take three centuries for the idea to cross Asia and Europe? Or did Alfred come up with the idea on his own? We do not know, but historians and archaeologists may someday figure out the answer.

Not surprisingly, candle clocks needed protection from the wind. A gentle breeze caused them to burn more quickly. A strong puff would blow them out. Maybe then time stood still! Glass wasn't easily available, so people put the candles in wooden lanterns. The lanterns were fitted with transparent panels made out of horn, so the flame was still visible but protected.

Hurry! Hurry! The Hourglass Is Almost Empty!

The hourglass was another effort to measure time. The concept was simple. Two glass bulbs, one filled with a specific amount of sand, were joined by a narrow neck. It took one hour for the sand to flow from the top bulb to the bottom one. For many centuries, they were popular on sailing ships. However, the crew member responsible for turning the glass each hour dared not fall asleep at the wrong moment.

Small hourglasses were popular in kitchens to help boil eggs correctly. The sand ran through in three minutes. Today, electronic egg timers are available. Still, your grandma or grandpa may have an old hourglass tucked away in their cupboards.

Watch Out!

Reliable chronometers — timepieces like we think of them today — finally came along in the 1700s. At last, telling time was no longer at the mercy of sun, wind or sand.

Answer the questions

1. Read the section "When The Candle Is Spent" *and explain what* a solution to the problem with candle clocks people found out.

[1]

2. Read the following paragraph from the section "When The Candle Is Spent"

Not surprisingly, candle clocks needed protection from the wind. A gentle breeze caused them to burn more quickly. A strong puff would blow them out. Maybe then, time stood still! Glass wasn't easily available, so people put the candles in wooden lanterns. The lanterns were fitted with transparent panels made out of horn, so the flame was still visible but protected.

Which answer choice is the BEST definition of the word "available" as used in the sentence?

- A) awkward
- B) occupied
- C) obtainable
- D) scarce

[1]

3. Read the paragraph below from the section "Hurry! Hurry! The Hourglass Is Almost Empty!"

The hourglass was another effort to measure time. The concept was simple. Two glass bulbs, one filled with a specific amount of sand, were joined by a narrow neck. It took one hour for the sand to flow from the top bulb to the bottom one. For many centuries, they were popular on sailing ships. However, the crew member responsible for turning the glass each hour dared not fall asleep at the wrong moment.

What inference can the reader make based on this paragraph?

- A) In order to tell time past one hour, two hourglasses are needed to pour out sand at the exact same time.
- B) In order to tell time past one hour, the hourglass makes the sand travel from the top bulb to the bottom bulb.
- C) In order to tell time past one hour, the hourglass turns itself over after the bottom becomes heavy enough.
- D) In order to tell time past one hour, someone must turn over the hourglass when all of the sand flows to the bottom.

[1]

4. Read the article's introduction [paragraphs 1-5] and the final section "Watch Out!"
What is the connection between those two sections?

- A) The introduction describes some of the earliest ways people told time, while the final section explains that we no longer need those methods because of the chronometer.
- B) The introduction describes the most recent timepiece inventions, while the final section describes the different ways people used to tell time before the invention of the chronometer.
- C) The introduction describes the most important ways to tell time that people have used, while the final section introduces the chronometer, which is new, but not commonly used to tell time.
- D) The introduction describes popular ways to tell time that are used around the world today, while the final section describes the chronometer, a unique timepiece that is not as popular.

[1]

5. This article is organized using chronological order. Why do you think the author chose to organize the information this way?

- A) to show the similarities and differences between timepieces used in different parts of the world
- B) to list different timepieces in order of least importance to greatest importance
- C) to describe the different timepieces that were invented throughout history in a logical way
- D) to explain how people were able to solve the different problems that were unique to each timepiece described

[1]

6. What is the purpose of this article?

- A) to share feelings
- B) to inform
- C) to entertain
- D) to persuade

[1]

Total [6]

WRITING

Task. The web gives us access to endless information. What impact does this have on our memory, and our attention spans? Write an article for your school newspaper on the topic "Is the internet killing our brains?"

Follow the Structure of an article:

Beginning - Engage the reader and make them want to read more, you can begin with a question

Middle - State your main points and relate them to personal experiences and opinions

Ending - Summarize your main points but make an overall point to make the reader think they have learned something from reading the article

Total [6]

SPEAKING

Task. Choose the questions that are the most interesting for you. Prepare presentation and your speech beforehand. Be ready to present it for your speaking test during 3-4 minutes.

Card 1

1. What is the most amazing thing about the brain?
2. What is the most mysterious?
3. What are some extraordinary things some people can do with their brains?
4. Will we ever be able to augment our brain with technology? Would you?

Card 2

1. What do you wish your brain was better at?
2. Do you think male and female brains are better at different tasks? Why or why not?
3. Do you think humans will ever completely understand the brain? Why or why not?

Card 3

1. When do you use your brain the most?
2. Do you do anything to look after your brain?
3. What do neuroscientists know about the brain?

Card 4

1. What would you say about your own brain?
2. Do you have a quick brain?
3. How many different functions does the brain perform?

Card 5

1. Do you know what Left Brain, Right Brain means?
2. What do you think the differences are between male and female brains?
3. If you had a brain transplant, would you think differently of having a new personality?

Card 6

1. How would life be without timekeeping devices?
2. What would happen to society if all clocks and timekeeping devices suddenly stopped working?
3. In prehistoric and modern primitive societies, how did people keep track of time before the invention of any timekeeping device? Was/Is there any concept of time at all?

Total [6]
Total marks ___/24

Mark scheme
Listening and Reading

Question №	Answer	Mark	Additional information
Listening			
1	<i>C</i>		
2	<i>C</i>		
3	<i>A</i>		
4	<i>D</i>		
5	<i>B</i>		
6	<i>A</i>		
Reading			
1	People put the candles in wooden lanterns and covered them with transparent panels made of horn.	1	
2	<i>C</i>	1	
3	<i>D</i>	1	
4	<i>A</i>	1	
5	<i>C</i>	1	
6	<i>B</i>	1	
Total marks		12	

Mark scheme
Writing and Speaking

CRITERIA FOR MARKING WRITING

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

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

	development 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"> •Most content is relevant to the task; insignificant content omissions may be present. •The register on the whole corresponds to the requirements of the task. •Most content points are addressed, but some content points may be more fully covered than others. 	<ul style="list-style-type: none"> •Uses a range of basic connectors accurately. •Uses paragraphs to separate ideas, but tends to misuse paragraphing (a script is a set of very short paragraphs or some paragraphs may be much longer than other ones for no apparent reason). •The format is generally appropriate. 	<ul style="list-style-type: none"> •Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexical items. •Has good control of word formation; can produce common word forms correctly. •May make infrequent errors in spelling more difficult words. •Errors in word choice and/or spelling rarely distort meaning. 	<ul style="list-style-type: none"> •Writes simple and some compound sentence forms correctly. •While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted.
3	<ul style="list-style-type: none"> •Some content is relevant to the task; significant content omissions may be present. •The register barely corresponds to the requirements of the task. •Only some content points, which are minimally addressed. 	<ul style="list-style-type: none"> •Uses some basic connectors, but these may be inaccurate or repetitive. •Writes in paragraphs, but may not use them to separate ideas (a script may have random breaks between paragraphs). •The format may be inappropriate in places. 	<ul style="list-style-type: none"> •Uses basic vocabulary reasonably appropriately. •Has some control of word formation; can produce some common word forms correctly. •Makes frequent errors in spelling more difficult words, but simple words are spelled correctly. •Errors in word choice and/or spelling distort meaning at times. 	<ul style="list-style-type: none"> •Writes simple sentence forms mostly correctly. •Errors in grammar and/or punctuation may distort meaning at times.
2	<ul style="list-style-type: none"> •Severe irrelevances and misinterpretations of the task may be present. •Only few content points, which are minimally addressed. 	<ul style="list-style-type: none"> •May use a very limited range of basic cohesive devices, and those used may not indicate a logical relationship between ideas. 	<ul style="list-style-type: none"> •Uses an extremely limited range of vocabulary. •Has very limited control of word formation; can produce a few common word forms 	<ul style="list-style-type: none"> •Writes some simple sentence forms correctly. •Frequent errors in grammar and/or punctuation distort meaning.

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

CRITERIA FOR MARKING SPEAKING

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

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

How Playing an Instrument Benefits your Brain

Did you know that every time musicians pick up their instruments, there are fireworks going off all over their brain? On the outside, they may look calm and focused, reading the music and making the precise and practiced movements required. But inside their brains, there's a party going on. How do we know this? Well, in the last few decades, neuroscientists have made enormous breakthroughs in understanding how our brains work by monitoring them in real time with instruments like fMRI and PET scanners.

When people are hooked up to these machines, tasks, such as reading or doing math problems, each have corresponding areas of the brain where activity can be observed. But when researchers got the participants to listen to music, they saw fireworks. Multiple areas of their brains were lighting up at once, as they processed the sound, took it apart to understand elements like melody and rhythm, and then put it all back together into unified musical experience. And our brains do all this work in the split second between when we first hear the music and when our foot starts to tap along.

But when scientists turned from observing the brains of music listeners to those of musicians, the little backyard fireworks became a jubilee. It turns out that while listening to music engages the brain in some pretty interesting activities, playing music is the brain's equivalent of a full-body workout. The neuroscientists saw multiple areas of the brain light up, simultaneously processing different information in intricate, interrelated, and astonishingly fast sequences. But what is it about making music that sets the brain alight? The research is still fairly new, but neuroscientists have a pretty good idea.

Playing a musical instrument engages practically every area of the brain at once, especially the visual, auditory, and motor cortices. As with any other workout, disciplined, structured practice in playing music strengthens those brain functions, allowing us to apply that strength to other activities. The most obvious difference between listening to music and playing it is that the latter requires fine motor skills, which are controlled in both hemispheres of the brain.

It also combines the linguistic and mathematical precision, in which the left hemisphere is more involved, with the novel and creative content that the right excels in. For these reasons, playing music has been found to increase the volume and activity in the brain's corpus callosum, the bridge between the two hemispheres, allowing messages to get across the brain faster and through more diverse routes. This may allow musicians to solve problems more effectively and creatively, in both academic and social settings. Because making music also involves crafting and understanding its emotional content and message, musicians often have higher levels of executive function, a category of interlinked tasks that includes planning, strategizing, and attention to detail and requires simultaneous analysis of both cognitive and emotional aspects. This ability also has an impact on how our memory systems work. And, indeed, musicians exhibit enhanced memory functions, creating, storing, and retrieving memories more quickly and efficiently.

Studies have found that musicians appear to use their highly connected brains to give each memory multiple tags, such as a conceptual tag, an emotional tag, an audio tag, and a contextual tag, like a good Internet search engine. How do we know that all these benefits are unique to music, as opposed to, say, sports or painting? Or could it be that people who go into music were already smarter to begin with? Neuroscientists have explored these issues, but so far, they have found that the artistic and aesthetic aspects of learning to play a musical instrument are different from any other activity studied, including other arts. And several randomized studies of participants, who showed the same levels of cognitive function and neural processing at the start, found that those who were exposed to a period of music learning showed enhancement in multiple brain areas, compared to the others. This recent research about the mental benefits of playing music has advanced our understanding of mental function, revealing the inner rhythms and complex interplay that make up the amazing orchestra of our brain.

Resources

Listening: the task was created on the video, which was taken from

<https://www.youtube.com/watch?v=R0JKCYZ8hng>

Reading: the text was taken from <https://newsela.com/read/elem-hist-telling-time/id/37691/>

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

Listening – gap filling task on the topic «Work and inventions».

Reading — open-ended questions on «This I believe» essay on the topics «STEM» and «Reading for Pleasure».

Writing – a creative «This I believe» essay on the topics «Work and inventions», «STEM» and/or «Reading for Pleasure».

Speaking – responding with fluency and spontaneity while analyzing and annotating “This I believe” essays on the topics «Work and inventions», «STEM» and/or «Reading for Pleasure» during Socratic Seminar.

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

Characteristic of tasks for summative assessment for term 3

Unit	Strand	Learning objective	*Total number of questions	*Question №	*Type of task	*Task description	Time	Total marks
Work and inventions STEM Reading for Pleasure	Listening	11.2.4 Understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics	6	1 2 3 4 5 6	Gap filling	Learners listen to the interview on the topic “Work and inventions”. Learners should comprehend what the presenter and the guest meant in the context and fill in the gaps. Learners should listen to a recording twice, having a chance to look through the questions before the recording starts. Learner should have extra time after listening to write down the answers and check them.	10 minutes	6
	Reading	11.4.4 Read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics	6	1 2 3 4 5 6	Open-ended questions	Learners read “This I believe” essay on the topics “STEM” and “Reading for Pleasure” and give the full answers. This task enables learners to identify the intended audience, the author/ narrator/persona, the author’s purpose, examine the word choice and rhetorical devices.	10 minutes	6
	Writing	11.5.1 Plan, write, edit and proofread work at text level independently on a wide range of general and	1	1	Writing a creative essay	Using “This I believe” essays which they read during the term as a model they write about the core values in their	20 minutes	6

		curricular topics 11.5.5 Develop with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics				own lives. Learners can select one from the statements or use their own ideas. Learners write a coherent essay brainstorming ideas, outlining a piece of writing stating and explaining an idea.		
	Speaking	11.3.2 Ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 12.3.5 Interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics	1	1	Discussion	Learners participate in Socratic seminar, which helps them to discuss annotated “This I believe” essays while they are speaking on the topics “Reading for Pleasure”, “Work and inventions”, “STEM”. Learners sit in a circle, analyze and discuss them as a whole class. Learners spend approximately 20 minutes for each essay.	4 minutes for a pair	6
TOTAL:							40 minutes (excluding Speaking)	24
Note: *-sections that can be changed								

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

LISTENING

Task. Hear an interview about new inventions and fill the gaps. Write **NO MORE THAN TWO WORDS OR NUMBER**. *CD3. Tapescript 3. Listen till 2:50 minutes*

1. Wing-suits are modernised and getting better. Its _____ is also getting down.
2. Gabriele Diamanti works on making clean _____ obtainable for everyone.
3. The idea of water distiller is great but the project needs _____.
4. The "enable talk gloves" will help to understand _____ language.
5. Deepsea Challenger Submarine is designed to be able to get to the _____ of the sea.
6. James Cameron was the first person to do a solo _____ so deep under the sea.

Total [6]

READING

Task. Read the text and answer to the questions.

Science Nourishes the Mind and the Soul
BRIAN GREENE

ONE DAY, WHEN I WAS ABOUT ELEVEN, walking back to Public School 87 in Manhattan after our class visit to the Hayden Planetarium, I became overwhelmed by a feeling I'd never had before. I was gripped by a hollow, pit-in-the-stomach sense that my life might not matter. I'd learned that our world is a rocky planet, orbiting one star among the one hundred billion others in our galaxy, which is but one of hundreds of billions of galaxies scattered throughout the universe. Science had made me feel small.

In the years since, my view of science and the role it can play in society and the world has changed dramatically.

While we are small, my decades of immersion in science convince me this is cause for celebration. From our lonely corner of the cosmos we have used ingenuity and determination to touch the very limits of outer and inner space. We have figured out fundamental laws of physics—laws that govern how stars shine and light travels, laws that dictate how time elapses and space expands, laws that allow us to peer back to the briefest moment after the universe began.

None of these scientific achievements has told us why we're here or given us the answer to life's meaning—questions science may never address. But just as our experience playing baseball is enormously richer if we know the rules of the game, the better we understand the universe's rules—the laws of physics—the more deeply we can appreciate our lives within it.

I believe this because I've seen it.

I've seen children's eyes light up when I tell them about black holes and the big bang. I've witnessed the self-worth and confidence a young student gains by completing even the simplest of mathematical calculations. I've spoken with high school dropouts who've stumbled upon books describing the amazing achievements of science and returned to their studies with purpose and zeal. I've received letters from young soldiers in Iraq, telling me how reading popular accounts of relativity and quantum physics has provided them hope that there is something larger, something universal that binds us together. Such is the capacity of science, not only to explain, but to inspire.

Which is why I am distressed when I meet students who approach science and math with drudgery. I know it doesn't have to be that way. But when science is presented as a collection of facts that need to be memorized, when math is taught as a series of abstract calculations without revealing its power to unravel the mysteries of the universe, it can all seem pointless and boring.

Even more troubling, I've encountered students who've been told they don't have the capacity to grasp math and science.

These are lost opportunities.

I believe we owe our young an education that captures the exhilarating drama of science.

I believe the process of going from confusion to understanding is a precious, even emotional, experience that can be the foundation of self-confidence. I believe that through its rational evaluation of truth and indifference to personal belief, science transcends religious and political divisions and so does bind us into a greater, more resilient whole.

I believe that the wonder of discovery can lift the spirit like Brahms's Third Symphony.

I believe that the breathtaking ideas of science can nourish not only the mind but also the soul.

A native New Yorker, BRIAN GREENE teaches physics and mathematics at Columbia University. He is a proponent of string theory, which attempts to unify all the forces of nature into a single framework. He authored *The Fabric of the Cosmos* and *The Elegant Universe*.

1. Who is the author of this essay? Give evidence from the essay to support your answer. [1]
2. What is the author hoping to persuade the reader of? [1]
3. Why does the author include the personal anecdote at the beginning of the essay? [1]
4. Who is his intended audience? Give evidence. [1]
5. Why did he include different examples of people who were inspired by science? The author uses logos to persuade the audience. Give the examples of it and explain why. [1]
6. The rhetoric in this text is heavily dependent on contrast. Find examples of these contrasts and explain. [1]

Total [6]

WRITING

Task: Write “This I believe” essay. It should be an essay from your own life about your core values but it is NOT an opinion piece about social ideals. If it is difficult to start writing on your own topic, you may choose one from these statements:

1. It’s okay to be afraid... just don’t let your fears control you.
2. Do what you love to do.
3. It’s important to have friends that care.
4. Big dreams lead to big things.
5. Laugh every day!

Follow these guidelines:

Tell a real story about you: Be specific. Take your belief out of the ether and ground it in the events that have shaped your core values.

Consider moments when belief was formed, tested, or changed.

Focus on one core belief.

Be positive: Write about what you do believe, not what you do not believe. Avoid statements of religious dogma.

Be personal: Make your essay about you; speak in the first person. Avoid speaking in the editorial “we.”

Total [6]

SPEAKING

Task: Analyze and discuss three “This I believe essay” which you have read and annotated at home. Be ready to support the conversation and answer the questions of your peers.

The most important questions for Socratic Seminar are:

1. What is the author of this essay?
2. What is the audience of this essay?
3. What is the purpose of this essay?
4. What is the tone of this essay?
5. Did you like essays? Why? Why not?
6. Were these essays appropriate to read? Why? Why not?
7. Do you share the author’s belief? Why?
8. What does it take to follow one’s own path? What sacrifices are required? What would you be doing, if you could?
9. Has there been someone in your life who instilled your beliefs in you or inspired you in that way?

Produce a speech by giving extended answers to the questions. Find the examples of rhetorical devices. Share your ideas with the class. Follow the rules of Socratic Seminar.

- a. Contribute to the whole discussion actively
- b. Provide evidence to support your ideas

- c. Ask questions for clarification
- d. Do not need to raise your hand to speak
- e. Pay attention to your “airtime”
- f. Do not interrupt
- g. Do not “put down” the ideas of others

Stating an opinion	Expressing agreement	Expressing disagreement	Interrupting
The way I see it.....	You have a point there	That’s not always the case	Sorry to interrupt, but...
If you want my honest opinion.....	That’s exactly how I feel	I’d say the exact opposite	If I might add something.....
As far as I’m concerned....	I was just going to say that	No, I’m not so sure about that	Is it okay if I jump in for a second?
If you ask me.....	I have to side with smb (name)on this one	I beg to differ	Can I add something here?
In my opinion.....	That’s for sure	Not necessarily	Can I throw my two cents in?

Do What You Love

TONY HAWK

I BELIEVE THAT PEOPLE SHOULD TAKE PRIDE in what they do, even if it is scorned or misunderstood by the public at large.

I have been a professional skateboarder for twenty-four years. For much of that time, the activity that paid my rent and gave me my greatest joy was tagged with many labels, most of which were ugly. It was a kids' fad, a waste of time, a dangerous pursuit, a crime.

When I was about seventeen, three years after I turned pro, my high school "careers" teacher scolded me in front of the entire class about jumping ahead in my workbook. He told me that I would never make it in the workplace if I didn't follow directions explicitly. He said I'd never make a living as a skateboarder, so it seemed to *him* that my future was bleak.

Even during those dark years, I never stopped riding my skateboard and never stopped progressing as a skater. There have been many, many times when I've been frustrated because I can't land a maneuver. I've come to realize that the only way to master something is to keep at it—despite the bloody knees, despite the twisted ankles, despite the mocking crowds.

Skateboarding has gained mainstream recognition in recent years, but it still has negative stereotypes. The pro skaters I know are responsible members of society. Many of them are fathers, homeowners, world travelers, and successful entrepreneurs. Their hairdos and tattoos are simply part of our culture, even when they raise eyebrows during PTA meetings.

So here I am, thirty-eight years old, a husband and father of three, with a lengthy list of responsibilities and obligations. And although I have many job titles—CEO, Executive Producer, Senior Consultant, Foundation Chairman, Bad Actor—the one I am most proud of is Professional Skateboarder. It's the one I write on surveys and customs forms, even though I often end up in a secondary security checkpoint.

My youngest son's preschool class was recently asked what their dads do for work. The responses were things like, "My dad sells money" and "My dad figures stuff out." My son said, "I've never seen my dad do work."

It's true. Skateboarding doesn't seem like real work, but I'm proud of what I do. My parents never once questioned the practicality behind my passion, even when I had to scrape together gas money and regarded dinner at Taco Bell as a big night out.

I hope to pass on the same lesson to my children someday. Find the thing you love. My oldest son is an avid skater and he's really gifted for a thirteen-year-old, but there's a lot of pressure on him. He used to skate for endorsements, but now he brushes all that stuff aside. He just skates for fun and that's good enough for me.

You might not make it to the top, but if you are doing what you love, there is much more happiness there than being rich or famous.

TONY HAWK got his first skateboard when he was nine years old. Five years later, he turned pro. Hawk's autobiography and video games have been bestsellers, while his foundation has funded skate-park construction in low-income communities across America.

Every Person Is Precious

ISABEL LEGARDA

I'M OFTEN ASKED WHY I chose to be an anesthesiologist. The truest answer I give is that anesthesiology is spiritual work.

The word “spiritual” can have different meanings. I think of the Latin root, spiritus—breath, inspiration—words that resound in both medicine and faith, words that help define my life and work.

My spirituality has evolved hand in hand with my becoming a physician. In medical school, a classmate and I once found ourselves talking not about science but about faith. We had been raised in different traditions, and he asked me, “If you could verbalize in one sentence the single most important idea at the heart of your religion, what would you say?” I imagined my religion at its origins, untouched by history. No canon of stories, traditions, rituals, no trappings. One sentence to distill everything that mattered? I paused for a second before it came to me, like a sudden breath: Every person is precious. That was the core of my faith.

But when I finished medical school and started residency, my spiritual life began to fray at the edges. I couldn't reconcile the suffering of children with the idea of a merciful God. Once, while making rounds, I unintentionally walked in on parents praying ardently at their infant daughter's hospital bed. Though I was moved, I remember wondering if it was any use. I struggled to make spiritual connections.

The moment I chose my specialty, though, I began suturing together some of those tattered edges of faith. One day, an anesthesiologist taught me how to give manual breaths—to breathe for a child while he couldn't breathe for himself. On that day, my life turned. I took on the responsibility of sustaining the life-breath of others, and slowly I opened up to Spirit once again. Now, whenever I listen to patients' breath sounds while squeezing oxygen into their lungs or intervening when their blood pressures sag, when I hold their hands or dry their tears, I find myself literally in touch with the sacred.

Perhaps for some, this degree of control creates a sense of power. For me, it is profoundly humbling. I realize that if I forget I am standing on holy ground in the O.R. and fail to approach my patients with reverence, I risk their lives.

Every person is precious: This I believe with my whole heart. Each time I keep watch over patients and protect them when they're most vulnerable, my faith comes alive. It catches breath: Spiritus.

DR. ISABEL LEGARDA was born in the Philippines and moved to the United States in 1981. She is a graduate of Harvard and New York Medical College, where her favorite professor was a Franciscan priest who taught anatomy. Legarda lives with her family in Belmont, Massachusetts.

Unleashing the Power of Creativity

BILL GATES

I'VE ALWAYS BEEN AN OPTIMIST, and I suppose that is rooted in my belief that the power of creativity and intelligence can make the world a better place.

For as long as I can remember, I've loved learning new things and solving problems. So when I sat down at a computer for the first time in seventh grade, I was hooked. It was a clunky old Teletype machine, and it could barely do anything compared to the computers we have today. But it changed my life.

When my friend Paul Allen and I started Microsoft thirty years ago, we had a vision of "a computer on every desk and in every home," which probably sounded a little too optimistic at a time when most computers were the size of refrigerators. But we believed that personal computers would change the world. And they have.

And after thirty years, I'm still as inspired by computers as I was back in seventh grade.

I believe that computers are the most incredible tool we can use to feed our curiosity and inventiveness—to help us solve problems that even the smartest people couldn't solve on their own.

Computers have transformed how we learn, giving kids everywhere a window into *all* of the world's knowledge. They're helping us build communities around the things we care about, and to stay close to the people who are important to us, no matter where they are.

Like my friend Warren Buffett, I feel particularly lucky to do something every day that I love to do. He calls it "tap-dancing to work." My job at Microsoft is as challenging as ever, but what makes me "tap-dance to work" is when we show people something new, like a computer that can recognize your handwriting or your speech, or one that can store a lifetime's worth of photos, and they say, "I didn't know you could do that with a PC!"

But for all the cool things that a person can do with a PC, there are lots of other ways we can put our creativity and intelligence to work to improve our world. There are still far too many people in the world whose most basic needs go unmet. Every year, for example, millions of people die from diseases that are easy to prevent or treat in the developed world. Here in the United States, only one in three high school students graduates ready to go to college or hold down a good job.

I believe that my own good fortune brings with it a responsibility to give back to the world. My wife, Melinda, and I have committed to improving health and education in a way that can help as many people as possible.

As a father, I believe that the death of a child in Africa is no less poignant or tragic than the death of a child anywhere else. And that it doesn't take much to make an immense difference in these children's lives.

I'm still very much an optimist, and I believe that progress on even the world's toughest problems is possible—and it's happening every day. We're seeing new drugs for deadly diseases, new diagnostic tools, and new attention paid to the health problems in the developing world.

I'm excited by the possibilities I see for medicine, for education, and, of course, for technology. And I believe that through our natural inventiveness, creativity, and willingness to solve tough problems, we're going to make some amazing achievements in all these areas in my lifetime.

BILL GATES is chairman of Microsoft. He and his wife founded the Bill and Melinda Gates Foundation, which funds global health, education, and public library projects.

Total [6]
Total marks ___/24

Mark scheme
Listening and Reading

Question №	Answer	Mark	Additional information
Listening			
1	1. price	1	
2	2. (drinking) water	1	
3	3. investment	1	
4	4. sign	1	
5	5. lowest part	1	
6	6. dive	1	
Reading			
1	<i>The author of this essay is a science teacher who believes that science plays a huge role in the society and “can nourish not only the mind but also the soul”.</i>	1	Answers will vary; It will be great if learners can write the whole paragraph answering the question, but one or two reasonable sentences will be enough to count as one point.
2	<i>In his “This I believe essay” he proclaims that not only science can explain “fundamental laws of physics” but it can also inspire people, bring “the wonder of discovery” and “lift the spirit like Brahms’s Third Symphony”.</i>	1	Answers will vary; It will be great if learners can write the whole paragraph answering the question, but one or two reasonable sentences will be enough to count as one point. <i>He believes that science unites people while religion separated humans from each other: “Science transcends religious and political divisions and so does bind us into a greater, more resilient whole”.</i>
3	<i>The author uses a personal anecdote to show that he also belonged to that category of people who had many questions when he was young and thought that his life was nothing.</i>	1	Answers will vary; It will be great if learners can write the whole paragraph answering the question, but one or two reasonable sentences will be enough to count as one point. <i>He wants to tell us that he was one of us to make a contact with the audience.</i>
4	<i>The writer’s audience is intelligent people who are eager to know more, who are interested in “the amazing achievements of science and returned to their studies with purpose and weal”.</i>	1	Answers will vary; It will be great if learners can write the whole paragraph answering the question, but one or two reasonable sentences will be enough to count as one point. <i>His audience believes that “there is something larger, something universal that binds us together”- it is science.</i>

5	<p><i>He gives many well-presented examples that demonstrate the role of science in different age categories of people.</i></p> <p><i>These are ‘children’s eyes light up when I tell them about black holes’, ‘dropouts who stumbled upon the books describing the amazing achievements of science’ and ‘young soldiers in Iraq’ who read scientific books in search of answer ‘that there is something larger, something universal that binds us together. He is trying to appeal to our emotions because we may belong to one of these categories.</i></p>	1	<p>Answers will vary; It will be great if learners can write the whole paragraph answering the question, but one or two reasonable sentences will be enough to count as one point.</p>
6	<p><i>The author juxtaposes science to religion. He says that even soldiers who are very religious people read science book in order to find answers to the questions.</i></p>	1	<p>Answers will vary; It will be great if learners can write the whole paragraph answering the question, but one or two reasonable sentences will be enough to count as one point.</p> <p><i>The author declares that science helps us to understand “the universe’s rules - the laws of physics” because of it we “can appreciate our lives” more deeply now. So even if we do not know the answer to the question what “life’s meaning” is we have got evidence from “fundamental laws of physics” and “[he believes] this because [he has] seen it” while religious people simply believes without any proofs.</i></p>
Total marks		12	

Mark scheme
Writing and Speaking

CRITERIA FOR MARKING WRITING

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

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

	development 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"> •Most content is relevant to the task; insignificant content omissions may be present. •The register on the whole corresponds to the requirements of the task. •Most content points are addressed, but some content points may be more fully covered than others. 	<ul style="list-style-type: none"> •Uses a range of basic connectors accurately. •Uses paragraphs to separate ideas, but tends to misuse paragraphing (a script is a set of very short paragraphs or some paragraphs may be much longer than other ones for no apparent reason). •The format is generally appropriate. 	<ul style="list-style-type: none"> •Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexical items. •Has good control of word formation; can produce common word forms correctly. •May make infrequent errors in spelling more difficult words. •Errors in word choice and/or spelling rarely distort meaning. 	<ul style="list-style-type: none"> •Writes simple and some compound sentence forms correctly. •While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted.
3	<ul style="list-style-type: none"> •Some content is relevant to the task; significant content omissions may be present. •The register barely corresponds to the requirements of the task. •Only some content points, which are minimally addressed. 	<ul style="list-style-type: none"> •Uses some basic connectors, but these may be inaccurate or repetitive. •Writes in paragraphs, but may not use them to separate ideas (a script may have random breaks between paragraphs). •The format may be inappropriate in places. 	<ul style="list-style-type: none"> •Uses basic vocabulary reasonably appropriately. •Has some control of word formation; can produce some common word forms correctly. •Makes frequent errors in spelling more difficult words, but simple words are spelled correctly. •Errors in word choice and/or spelling distort meaning at times. 	<ul style="list-style-type: none"> •Writes simple sentence forms mostly correctly. •Errors in grammar and/or punctuation may distort meaning at times.
2	<ul style="list-style-type: none"> •Severe irrelevances and misinterpretations of the task may be present. •Only few content points, which are minimally addressed. 	<ul style="list-style-type: none"> •May use a very limited range of basic cohesive devices, and those used may not indicate a logical relationship between ideas. 	<ul style="list-style-type: none"> •Uses an extremely limited range of vocabulary. •Has very limited control of word formation; can produce a few common word forms 	<ul style="list-style-type: none"> •Writes some simple sentence forms correctly. •Frequent errors in grammar and/or punctuation distort meaning.

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

CRITERIA FOR MARKING SPEAKING

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

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

Presenter: Welcome to 'Tech-Today!' This week it's National Science & Engineering Week, so to celebrate we asked Jed our science correspondent to give us a round-up of new inventions.

Jed: Hi, yes, I've got some very interesting things to tell you about today, starting with a fun one. Wing-suits, those suits that look like bats and allow people to fly, or glide, at least. They're the ultimate in cool.

Presenter: But, they're not very new, are they?

Jed: Well, no, but the modern ones are better than ever and last October was the first ever world championship in China. The price is coming down, too. Now you can buy one for 600 to 2,000 dollars. It's still too expensive for me, but I suppose it'll keep coming down.

Presenter: OK, what about useful new inventions?

Jed: There are lots of those. There's a new solar water distiller created by Gabriele Diamanti aimed at parts of the world where it's hard to get clean drinking water. You pour in salty water and let the sun do the work for a few hours. Then, hey presto! You have clean water! It's a very simple device and fairly cheap to produce.

Presenter: Can I hear some doubt in your voice?

Jed: Well, they still need help with investment to start producing the distiller properly. So if anyone out there has money to invest in a great product ...?

Presenter: Absolutely. Get in touch with the designers.

Jed: Another useful invention which it would be good to see in production are "enable talk gloves". These were invented by some Ukrainian students to allow people with speech and hearing impairments to communicate with people who don't understand sign language. The gloves use sensors to translate sign language into text, then into spoken language using a smartphone. A brilliant invention!

Presenter: Yes, that could benefit thousands of people.

Jed: Another useful invention comes from a surprising source, James Cameron, the film director.

Presenter: The 'Titanic' director?

Jed: The very same. Cameron was part of a team, headed by engineer Ron Allum, which designed the Deepsea Challenger Submarine, capable of descending to the lowest parts of the sea, 10 km down. Last year Cameron went down to the bottom of Challenger Deep, the deepest part of the sea in the world. He was the first person to do a solo dive there, and he stayed for three hours, the longest time so far.

Presenter: That sounds impressive!

Jed: Yes. We know so little about what's at the bottom of the ocean, and it's important to find out more. OK, so now for something useful in a different way. You know that feeling when you're trying to get tomato ketchup out of a bottle and it won't come out, but you're sure there's lots more in there?

Presenter: Yeah, of course. It's really annoying.

Jed: Well, a team of students at MIT, the Massachusetts Institute of Technology, have come up with a new product that you use to coat a glass or plastic bottle, and then what's inside, hair gel or mustard, or whatever, comes out really easily.

Presenter: So, it saves hours of frustration trying to get stuff out of bottles?

Jed: Exactly. Right, now for my favourite invention. This is really silly, but I love it. It's a way of producing clouds indoors.

Presenter: Clouds?

Jed: Yes. A Dutch artist has come up with a way of forming perfect, small, white clouds inside. They're just beautiful. I don't think you can do it yourself at home yet, though.

Presenter: I don't think I'd want to.

Jed: Oh, you would if you'd seen the photos. They're amazing.

Presenter: OK, Jed, thanks for that. We'll leave you with your head in the clouds and see you again next week!

Resources

Listening: the task was created on the video, which was taken from

<https://learnenglishteens.britishcouncil.org/skills/listening/upper-intermediate-b2-listening/new-inventions>

Reading: the text was taken from Jay Allison & Dan Gediman (2006). This I Believe: The Personal Philosophies of Remarkable Men and Women.

SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 4

Review of summative assessment for term 4

Duration of summative assessment - 40 minutes

Listening – 10 minutes

Reading – 10 minutes

Writing – 20 minutes

Speaking task is conducted separately.

Total marks- 24

The structure of summative assessment

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

Listening – open-ended questions on the topic «Recent advances in technology».

Reading – True/False statements with evidence «The clothes of chemistry».

Writing – writing a personal statement.

Speaking – making an individual speech on the topic «Recent advances in technology» and/or «The clothes of chemistry».

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

Characteristic of tasks for summative assessment for term 4

Unit	Strand	Learning objective	*Total number of questions	*Question №	*Type of task	*Task description	Time	Total marks
Recent advances in technology The clothes of chemistry	Listening	11.2.2 Understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics	6	1 2 3 4 5 6	Comprehension open-ended questions	Learners listen to the video about “5 Mind Blowing Facts About Your Smartphone” on the topic “Recent advances in technology”. Task: Learners watch a video, listen to a speaker, take notes and answer the comprehension open-ended questions. Learners provide explanation to the questions. Learners recognize different positions of the speaker according to specific information Learners should listen to a recording twice, having a chance to look through the questions before the recording starts. Learner should have 2-3 minutes extra time after the first listening and 2-3 minutes after the second time to write down the answers and check them.	10 minutes	6
	Reading	11.4.6 Recognize the attitude, opinion or tone of the writer in extended texts on a range of more complex and abstract general and	6	1 2 3 4 5	True/ False statements with evidence	Learners read the text “The History of Modern Fashion” on the topic “The clothes of chemistry” and decide if the statements are ‘TRUE’ or	10 minutes	6

		curricular topics		6		'FALSE' supporting their choice with evidence. If learners give the right answer and then support it, they will get one point.		
	Writing	11.5.3 Write with grammatical accuracy on a wide range of general and curricular topics 11.5.5 Develop with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics	1	1	Writing a personal statement	Learners write a personal statement using a variety of grammar including some more complex structures. Learners should write a coherent personal statement stating and explaining an argument.	20 minutes	6
	Speaking	11.3.3 Explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics 11.3.7 Use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics	1	1	Long Turn Answer	In the speaking task learners practice an interview simulation for university and they should answer effectively explaining and justifying point of view and using target vocabulary and syntax appropriately in context applying paraphrasing techniques.	2 minutes for a learner	6
TOTAL:							40 minutes (excluding Speaking)	24
Note: *-sections that can be changed								

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

LISTENING

Task. Watch the video about ‘5 Mind Blowing Facts About Your Smartphone’. You will hear a presenter twice. Be ready to give the full answers to the questions.

1. Why does NASA use smartphones as chief satellites? [1]
2. What developing country has a rapidly increasing smartphone market in the world? [1]
3. What other things have smartphones helped to sale dramatically? [1]
4. How many Eniac computers are needed to have the power of one smartphone chip? [1]
5. How much space are needed to store Eniac computer components to have the power of one smartphone chip? [1]
6. How can we use our smartphones according to the last fact? [1]

Total [6]

READING

Task. Read the text carefully. Select if the statements are TRUE or FALSE, put a tick in an appropriate column and Support your choice with evidence.

The History of Modern Fashion

Today, dedicated followers of fashion look to cities such as New York City, London, Paris and Milan for their inspiration and to buy the latest trends. The fashion scene changes with every season and in many countries, this means that there are four collections – one each for spring, summer, autumn and winter. The concept of fashion trends developed in the 14th century in Europe, but what about fashion in the rest of the world?

Early Western travelers going to the East noted that fashion and styles changed slowly in countries such as Persia, India, China and Japan. However, this was not always the case as there was also evidence uncovered during the dynasty of Ming China of rapidly changing fashions in Chinese clothing. History shows us that changes in costume often took place at times of economic or social change, which occurred in ancient Rome and the medieval Arabian Peninsula. Then a long period without major changes would follow.

At this time, most weaving, embroidery, cutting and stitching was hand-crafted by skilled craftsmen and seamstresses. Many textiles originated in countries such as China, where exquisite silks were produced and Turkey with its rich history of embroidery and clothing styles influenced by Central Asia and the Far East. Until the mid-nineteenth century, in Europe and America most clothing was therefore custom made by skilled dressmakers and tailors. This meant that following fashion trends was clearly an expensive past-time.

In the twentieth century, mechanized production of textiles and the introduction of the sewing machine dramatically changed the way fashionable garments were produced. It led the development of haute couture and, much later, affordable branded clothing which was the offshoot of haute couture. Mass production meant that clothing became much cheaper and more widely available, yet

at the same time was easily adapted to meet the designers' demands. As economies grew and people became more affluent, more people could afford to buy designer clothing across the world.

To sum up, fashion is closely interlinked with the history of the world. Periods of rapid change and movement of people influenced the textiles and styles that people chose to wear. Nowadays, people are still extremely conscious about the way they dress for various occasions. Adolescents and young adults feel very strongly about the brands they wear, whether it is for college, partying or sportswear. Their parents feel the same about their own designer labels. There are designer or boutique brands all over the world. In many Asian countries, local designers can charge a small fortune for exclusive bridal wear, wedding attire and other formal wear.

Nº	Statements	True	False	Explanation	
0	Example: <i>Fashion designers can be found almost everywhere in the world</i>	<i>True</i>		<i>There are designer or boutique brands all over the world.</i>	[1]
1.	Many people wear expensive sports gear.				[1]
2.	Mass production has not made designer brands accessible to more people.				[1]
3.	Bridal wear is more often than not exclusively designed.				[1]
4.	Changes in clothing did not coincide with economic and social movement.				[1]
5.	There were generally few fashion trends in China.				[1]
6.	Many processes were done by machine during the early 20 th century.				[1]

Total [6]

WRITING

Task. You are graduating the school and want to enter the university, so you need to write a personal statement.

Write:

- What are your academic achievements?
- What personal qualities (leadership skills, organizational skills, self-control, etc.) do you possess?
- How will this university directly impact your future?

Total [6]

SPEAKING

Task. This is an interview simulation for the University. Be ready to answer the questions of your teacher. Produce a speech by giving extended answers to the questions.

1. Why do you want to do this degree?
2. Why this university?
3. Why should we offer you a place?
4. What do you know about this course?
5. What in particular attracts you to this course?
6. What makes you want to study this subject at university?
7. What are your strengths and weaknesses?
8. What achievement are you most proud of?
9. How do you think university is going to benefit your future?
10. What's your primary motivation for going to university?

Total [6]
Total marks __/24

Mark scheme
Listening and Reading

Question №	Answer	Mark	Additional information
Listening			
1	The average smartphone has more computing power and memory than the average satellite.	1	Answers will vary; accept reasonable answers. Sometimes learner can write one full sentence and it will be enough for the answer but if learner can add some important information, it will be great. <i>It is a low-cost, high-performance technology with a GPS, multiple accelerometers, motion sensor, radio saver.</i>
2	India has the fastest growing smartphone market in the world.	1	Answers will vary; accept reasonable answers. Sometimes learner can write one full sentence and it will be enough for the answer but if learner can add some important information, it will be great.
3	Smartphones have made colossal dens in the sales of point and shoot cameras, camcorders, newspapers, print media in general, netbooks, prodigal gaming systems, mp3 players.	1	Answers will vary; accept reasonable answers. Sometimes learner can write one full sentence and it will be enough for the answer but if learner can add some important information, it will be great.
4	It would take 72 million Eniac computers just to make up of the power of one smartphone chip.	1	Answers will vary; accept reasonable answers. Sometimes learner can write one full sentence and it will be enough for the answer but if learner can add some important information, it will be great.
5	That is 20% larger than the entire area of the United States of America.	1	Answers will vary; accept reasonable answers. Sometimes learner can write one full sentence and it will be enough for the answer but if learner can add some important information, it will be great.
6	If our computer is inaccessible, we can use our phone to get some tasks done.	1	Answers will vary; accept reasonable answers. Sometimes learner can write one full sentence and it will be enough for the answer but if learner can add some important information, it will be great. , If you have an Android phone, you can stick USB stick in there and even some hardware things such as fans work

Reading			
1	True	1	Adolescents and young adults feel very strongly about the brands they wear, whether it is for college, partying or sportswear
2	False	1	It led the development of haute couture and, much later, affordable branded clothing which was the offshoot of haute couture. Mass production meant that clothing became much cheaper and more widely available, yet at the same time was easily adapted to meet the designers' demands.
3	True	1	In many Asian countries, local designers can charge a small fortune for exclusive bridal wear, wedding attire and other formal wear.
4	False	1	History shows us that changes in costume often took place at times of economic or social change.
5	False	1	Early Western travelers going to the East noted that fashion and styles changed slowly in countries such as Persia, India, China and Japan. However, this was not always the case as there was also evidence uncovered during the dynasty of Ming China of rapidly changing fashions in Chinese clothing.
6	True	1	In the twentieth century, mechanised production of textiles and the introduction of the sewing machine dramatically changed the way fashionable garments were produced
Total marks		12	

Mark scheme
Writing and Speaking

CRITERIA FOR MARKING WRITING

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

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

	development 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"> •Most content is relevant to the task; insignificant content omissions may be present. •The register on the whole corresponds to the requirements of the task. •Most content points are addressed, but some content points may be more fully covered than others. 	<ul style="list-style-type: none"> •Uses a range of basic connectors accurately. •Uses paragraphs to separate ideas, but tends to misuse paragraphing (a script is a set of very short paragraphs or some paragraphs may be much longer than other ones for no apparent reason). •The format is generally appropriate. 	<ul style="list-style-type: none"> •Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexical items. •Has good control of word formation; can produce common word forms correctly. •May make infrequent errors in spelling more difficult words. •Errors in word choice and/or spelling rarely distort meaning. 	<ul style="list-style-type: none"> •Writes simple and some compound sentence forms correctly. •While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted.
3	<ul style="list-style-type: none"> •Some content is relevant to the task; significant content omissions may be present. •The register barely corresponds to the requirements of the task. •Only some content points, which are minimally addressed. 	<ul style="list-style-type: none"> •Uses some basic connectors, but these may be inaccurate or repetitive. •Writes in paragraphs, but may not use them to separate ideas (a script may have random breaks between paragraphs). •The format may be inappropriate in places. 	<ul style="list-style-type: none"> •Uses basic vocabulary reasonably appropriately. •Has some control of word formation; can produce some common word forms correctly. •Makes frequent errors in spelling more difficult words, but simple words are spelled correctly. •Errors in word choice and/or spelling distort meaning at times. 	<ul style="list-style-type: none"> •Writes simple sentence forms mostly correctly. •Errors in grammar and/or punctuation may distort meaning at times.
2	<ul style="list-style-type: none"> •Severe irrelevances and misinterpretations of the task may be present. •Only few content points, which are minimally addressed. 	<ul style="list-style-type: none"> •May use a very limited range of basic cohesive devices, and those used may not indicate a logical relationship between ideas. 	<ul style="list-style-type: none"> •Uses an extremely limited range of vocabulary. •Has very limited control of word formation; can produce a few common word forms 	<ul style="list-style-type: none"> •Writes some simple sentence forms correctly. •Frequent errors in grammar and/or punctuation distort meaning.

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

CRITERIA FOR MARKING SPEAKING

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

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

You are watching Coldfusion TV.

Looking at the big picture of technology. Smartphones are so new and have grown so fast that much to the general public hasn't really taken note of what is going on around them.

These are the top **5 mind-blowing facts** about your smartphone. Let's dive in!

Number 5

NASA uses them as chief satellites. The smartphone industry has pushed the boundaries of low-cost, high-performance solutions. So far, that the average smartphone has more computing power and memory than the average satellite.

In addition to this, smartphones already have a GPS, multiple accelerometers, motion sensor, radio saver and more for well under thousand dollars.

NASA noticed the unique anomaly in modern technology. And in 2009, they created project Phonesat. This project is an on-going experiment that uses a smartphone as a satellite on-board computer. There have been multiple versions to launch as new phones are released, the orbital lifespan is said to be one year. It's pretty cool.

Number 4

Smartphones are the fastest growing industry in history. And today, the industry is worth over 300 billion dollars. To really understand just how big that is, we have to compare it to the next closest thing humanity has seen, the PC market. Compare to the PC market, the smartphone industry has been growing at a rate of four times the maximum rate of PC growth.

In January 2014, for the first time in history, mobile phone Internet usage overtook PC Internet usage. That's not all, In the period between 1975 and June 2008, one billion PCs were sold, this included desktops, laptops, servers and everything combined.

In comparison, smartphone sales topped 1 billion in just 2013 alone. The sales have been so rapid that even on YouTube, some smartphone reviewers have been made celebrities in their own right. Smartphones are only getting more popular with low-cost, high-performance options such as the Nexus 5 and Sony Xperia Z compact.

And in addition to this, so-called developing nations are absolutely loving smartphones. India has the fastest growing smartphone market in the world. It's all pretty interesting stuff and it's really only just been taking off in the last year or so.

Number 3

Smartphones are actually slowly changing the world. In 2014, mobile traffic is almost 15% of the continent of Africa's studies. In Egypt, 70% of people say they don't even touch desktop or laptops to access the web, they only use mobile.

In May 2012, a study from the University of Colorado found that the average person belonging to Generation Y has the phone with them 91% of the day. And they're very likely would use their phones to meet up with each other, settle arguments or solve unexpected problems.

Generation Y and Z, basically my generation, has grown up with the Internet and the smartphone was basically the next logical step. Some says that is making this generation less social, but that's really up to the individual.

In addition to this, smartphones have made colossal dens in the sales of point and shoot cameras, camcorders, newspapers, print media in general, netbooks, prodigal gaming systems, mp3 players and basically most things you can think of.

Now, of course, the smartphone would have been able to do this by itself. It is the smartphone plus the collective knowledge of everyone through the Internet that has caused this shift.

To really see how integral the Internet has become in modern society today, here is an interesting bit of inside. The following clip is from a 2013 BBC documentary that takes a rare look into the university life of North Koreans.

I found the following extract to be very interesting. American lecturer, Aaron , invites me to talk to her students.

"who can say M.J. so put your hands up, you know who that is?"

No.

Michael Jackson.

Michael Jackson?

Is he your President? - No, he is not a president.

Michael Jackson, he was a very famous singer.

Normally, if you didn't know who someone was, you could just google or search it up. Without the Internet, this is not an option.

Number 2.

Your smartphone is more powerful than you think. This one will blow your mind!

For this fact, we have to go back on a journey through time and space, like we often do on this channel.

So the year 1946 and on this year, the first ever, general-purpose fully electronic computer was created. Its name was Eniac. The Eniac computer took up an entire room and required colossal amounts of energy, just to complete 385 calculations per second.

Fast forward to last year, so 2013 and the Snapdragon 800 chip that is not uncommon in most smartphones, can do 28 billion calculations per second. In other words, it would take 72 million Eniac computers just to make up of the power of one smartphone chip.

Let's push this fact a little bit further. That's over 2 billion tons of Eniac computer components and you don't even want to guess how much space this will take up. Or practicality aside, if you could place all the Eniac computers back to back and as close as you couldn't possibly get them, all the components together would take up a landmass of how big?

Maybe you'd guess a football stadium, or maybe a small city. Not even close.

To have the equipment power of one smartphone chip, it would take 11.8 million square kilometers of Eniac computer components. That's 20% larger than the entire area of the United States of America. And all that now can fit when you thinking now. It's definitely something to think about.

Number 1

By definition, your smartphone is a PC. PC is the acronym for personal computer. And a smartphone has come a long way even since 2010.

Here...Let me show you. This is a stock smartphone running Android. You can plug it into a monitor with a keyboard and mouse and you can actually do some work with it.

Hypothetically, if your desktop computer was inaccessible for one reason or another, maybe was breaking or in repair. You can use your phone to get some actual productivity tasks done comfortably.

And that's not all. Nowadays, if you have an Android phone, you can stick USB stick in there and even some hardware things such as fans work. And with that, that round up the top 5 mind blowing facts about your smartphone.

So I understand that this was a whole lot of mind blow to take in just for one video so let's tour a little bit of a recap.

NASA has used smartphones as like co-satellites.

The smartphone industry is the fastest growing industry in history.

Smartphones are changing society.

Today smartphones are over 70 million times faster than the first electronic computer.

Not to mention that it would take an area 20% larger than the entire USA to have that equivalent power.

And lastly, today smartphone can be used as a PC..

Resources

Listening: the task was created on the video, which was taken from

https://www.youtube.com/watch?time_continue=165&v=3MYhhO_nSAk

Reading: the text was taken from <https://ru.scribd.com/document/386343453/ISE-I-Task-1-Long-Reading-CA1-Fashion>