

**Methodological recommendations  
for Summative Assessment**

**English**

**Grade 3**

Methodological recommendations for Summative Assessment are designed to assist teachers in planning, organizing and carrying out Summative Assessment in “English language” for the Grade 3 learners. Methodological recommendations are aligned with the Subject Programme and Course plan. Summative Assessment in Grade 3 is conducted in Terms 1, 2, 3 and 4.

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

Summative Assessment Specification with mark scheme is suggested for conducting at the end of the term. It is standardized and is obligatory to adhere to for conducting Summative Assessment for the term.

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

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

## Contents

TERM 1 .....	4
SUMMATIVE ASSESSMENT TASKS.....	4
Summative assessment for the cross curricular unit «Animals» .....	4
Summative assessment for the cross curricular unit «Light and Dark» .....	7
Specification of Summative Assessment for term 1 .....	10
TERM 2 .....	15
SUMMATIVE ASSESSMENT TASKS.....	15
Summative assessment for the cross curricular unit «Time» .....	15
Summative assessment for the cross curricular unit «Buildings» .....	19
Specification of Summative Assessment for term 2.....	23
TERM 3 .....	28
SUMMATIVE ASSESSMENT TASKS.....	28
Summative assessment for the cross curricular unit «Art and Music».....	28
Summative assessment for the cross curricular unit «Explorers and Inventors» .....	32
Specification of Summative Assessment for term 3.....	36
TERM 4.....	41
SUMMATIVE ASSESSMENT TASKS.....	41
Summative assessment for the cross curricular unit «Water, water everywhere».....	41
Summative assessment for the cross curricular unit «Having fun».....	45
Specification of Summative Assessment for term 4.....	49

**TERM 1**  
**SUMMATIVE ASSESSMENT TASKS**  
**Summative Assessment for the cross curricular unit «Animals»**

<b>Learning objectives</b>	3.1.5.1 (3.L5) Distinguish between phonemically distinct words 3.2.1.1 (3.S1) Make basic statements which provide personal information on a limited range of general topics
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Differentiate clearly between phonemically words</li> <li>• Make personal statements on general topics</li> </ul>
<b>Level of thinking skills</b>	Knowledge and comprehension Application
<b>Duration</b>	15 minutes

### Listening

**Task 1.** Listen to the words. Fill in the gaps. Use the letters from the table.

*Teacher reads the words:*

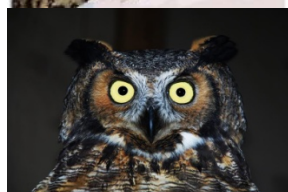
1. Bear
2. Hare
3. Elephant
4. Giraffe

1. \_\_\_\_ear
2. \_\_\_\_are
3. Ele\_\_\_\_ant
4. Gira\_\_\_\_e

ph	H	B	ff
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### Speaking

**Task 2.** Look at the pictures. Choose ONE and tell about the animal or the bird. Use the ideas to help.



**Name of the animal**  
**Habitat (where it lives)**  
**Food**  
**Type of the animal (when it is active)**  
**Your opinion (like, don't like, care, afraid)**

Assessment criteria	Task №	Descriptor	Mark
		A learner	
Differentiate clearly between phonemically words	1	writes letter ‘B’ for the 1 <sup>st</sup> word;	1
		writes letter ‘H’ for the 2 <sup>nd</sup> word;	1
		writes letters ‘ph’ for the 3 <sup>rd</sup> word;	1
		writes letters ‘ff’ for the 4 <sup>th</sup> word;	1
Make personal statements on general topics	2	names the animal / bird;	1
		says where it lives;	1
		tells what it eats;	1
		defines nocturnal/ diurnal/ wild /domestic;	1
		gives the opinion using like/ don’t like/ care/ afraid.	1
Total marks			9

# **Rubrics for providing information to parents on the results of Summative Assessment for the cross curricular unit “Animals”**

**Learner’s name** \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Differentiate clearly between phonemically words	Recognizes few words and writes the correct letters under the picture. Makes spelling mistakes in writing the majority of the letters. <input type="checkbox"/>	Recognizes some words and writes the letters under the picture with a slight uncertainty. Makes some spelling mistakes in writing the letters. <input type="checkbox"/>	Recognizes most of the words and writes the letters under the pictures correctly. Makes few spelling mistakes in writing the letters. <input type="checkbox"/>
Make personal statements on general topics	Makes up 1-2 sentences while talking about animals or birds. Experiences difficulties in making correct sentences about animal’s habitat/ food it eats/ its type/ giving personal opinion about it. <input type="checkbox"/>	Makes up sentences while telling about animals and birds. Names animals/ birds in the picture. Makes mistakes in talking about animal’s habitat/ food it eats/ in defining animal’s type/ in giving personal opinion about it. <input type="checkbox"/>	Makes up correct sentences while telling about animals. Talks confidently about the animal. Defines correctly its type, and gives personal opinion about it. <input type="checkbox"/>

## Summative Assessment for the cross curricular unit «Light and Dark»

<b>Learning objectives</b>	3.3.5.1 (3.R5) Understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues 3.4.5.1 (3.W5) Link with support words or phrases using basic coordinating connectors
<b>Assessment criteria</b>	<ul style="list-style-type: none"><li>• Identify the main ideas of short simple texts using clues on familiar topics</li><li>• Connect the parts of the sentences with basic coordinating conjunction with support</li></ul>
<b>Level of thinking skills</b>	Knowledge and comprehension Application
<b>Duration</b>	20 minutes

### Reading

**Task 1.** Read the text about black flying foxes. Circle A, B, C or D to answer the questions.

The black flying fox is not a fox. They are very big bats. They are nocturnal animals. They live in Australia, Papua New Guinea and Indonesia.

Black flying foxes can see in the dark because they have very big eyes. They look for fruit trees in the dark. They can also get their food from flowers.



1. What is the black flying fox?  
A. big fox                      B. small fox                      C. big bat                      D. small bat
2. When is the black flying fox awake?  
A. at night                      B. during the day                      C. in the morning                      D. during the night and day
3. Where do the black flying foxes live?  
A. Australia                      B. Kazakhstan                      C. Russia                      D. England

### Writing

**Task 2.** Fill in the gaps with the words from the boxes. Write them in the sentences.

<b>and</b>	<b>but</b>	<b>and</b>	<b>or</b>
------------	------------	------------	-----------

1. Black flying foxes live in Australia, \_\_\_\_\_ don't live in Kazakhstan.
2. They live in Papua New Guinea \_\_\_\_\_ Indonesia.
3. They do not hunt \_\_\_\_\_ make echoes.
4. They like to eat fruits \_\_\_\_\_ can get food from flowers.

Assessment criteria	Task №	Descriptor	Mark
		A learner	
Identify the main ideas of a short simple text using clues.	1	circles ‘C’ for the 1 <sup>st</sup> answer;	1
		circles ‘A’ for the 2 <sup>nd</sup> answer;	1
		circles ‘A’ for the 3 <sup>rd</sup> answer;	1
Connect the parts of the sentences with basic coordinating conjunction with support.	2	writes ‘but’ for the 1 <sup>st</sup> sentence;	1
		writes ‘and’ for the 2 <sup>nd</sup> sentence;	1
		writes ‘or’ for the 3 <sup>rd</sup> sentence;	1
		writes ‘and’ for the 4 <sup>th</sup> sentence.	1
Total marks			7



**Rubrics for providing information to parents on the results of Summative Assessment for the cross curricular unit “Light and Dark”**

**Learner’s name** \_\_\_\_\_

<b>Assessment criteria</b>	<b>Level of learning achievements</b>		
	<b>Low</b>	<b>Middle</b>	<b>High</b>
Identify the main ideas of a short simple text using clues	Experiences difficulties in identifying the main idea of the text and answers most of the questions incorrectly.  <div><input type="checkbox"/></div>	Makes some mistakes in identifying the main idea. The task is partially complete.  <div><input type="checkbox"/></div>	Identifies confidently the main idea of the text. Answers the majority of the questions correctly.  <div><input type="checkbox"/></div>
Connect the parts of the sentences with basic coordinating conjunction with support.	Experiences difficulties in linking the parts of the sentences correctly using basic connectors.  <div><input type="checkbox"/></div>	Feels rather confident writing sentences. Makes few mistakes in linking the parts of the sentences using but/ or/ and.  <div><input type="checkbox"/></div>	Identifies the connectors well. Feels confident to use them. Links the parts of the sentences using basic connectors. Completes the task correctly.  <div><input type="checkbox"/></div>

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

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

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

Specification describes the content and procedure for the delivery of the Summative Assessment for the term in "English language" in Grade 3.

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

The Subject Programme in "English language" for 1-4 grades of primary education on the updated content.

### **3. Review of Summative Assessment for the term 1.**

**3.1 Duration** - 40 minutes.

**Total marks** - 16.

**Speaking task is conducted separately.**

#### **3.2. The structure of the Summative Assessment**

Different types of multiple choice and open-ended tasks are used in the Summative Assessment for term.

This Assessment consists of 4 tasks.

True/False tasks offer a series of statements each of which should be judged as true or false according to the talk.

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

<b>Cross curricular unit</b>	<b>Strand</b>	<b>Learning objective</b>	<b>Task №</b>	<b>Type of question/ Task description</b>	<b>Total marks</b>
Animals.  Light and Dark.	Listening	3.1.6.1 (3.L6) Understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics	1	True/ False task Learners listen to the teacher's speech about the girl's activities at day and night time twice. There are 4 sentences that learners should identify. They should decide if the sentences are True or False.	4
	Reading	3.3.5.1 (3.R5) Understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues	2	Open ended task. Learners read the text about «The Sun and the Moon» and answer the questions. They find the information in the text and write the answers to the questions.	4
	Writing	3.4.1.1 (3.W1) Plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics 3.5.3.1 (3.U3) Use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons	3	Open ended task. Learners choose one animal from the table and describe it using appropriate information and adjectives from the table. Learners should write full sentences according to the plan.	4
	Speaking	3.2.1.1 (3.S1) Make basic statements which provide personal information on a limited range of general topics	4	Open ended task. Learners look at the pictures and give answers to the questions.	4

## Sample questions and mark scheme

### Tasks for the Summative Assessment for the term 1

#### Listening

**Task 1.** Listen and write **T** if the sentence is TRUE and **F** if the sentence is FALSE. You will listen twice.

1. The girl can see rainbows in the sky during the day. \_\_\_\_\_
2. The girl likes to watch the stars during the day. \_\_\_\_\_
3. The girl can see bats and fireflies at night. \_\_\_\_\_
4. The girl thinks bats are beautiful. \_\_\_\_\_

*Teacher reads:*

I do many things during the day. I go to school during the day and play with my friends. I like to go to the park. In the summer, I go to the pool and sunbathe. I can see many things during the day. I can see rainbows in the sky after it rains. Oh, I also like to watch clouds in the sky during the day.

I don't do many things at night. I eat dinner; take a shower and go to sleep. I like to watch the stars at night, and last week, I saw a big moon in the sky. I can even see bats and fireflies at night....but I don't like bats because I think they are scary.

#### Reading

**Task 2.** Read the text and answer the questions.

#### The Sun and the Moon

The Sun is a source of natural light. It makes our world warm. We need the Sun to live and be happy. The Sun helps us to work.

The Moon is not a source of light but it helps us to see at night. This is because the Moon reflects light.



1. What is the source of natural light?

2. Why do we need the Sun?

3. When does the Moon help us to see?

4. Why we can see at the night?

#### Writing

**Task 3.** Choose ONE animal. Write 4 sentences about the animal. Use the words in the table to help.

*Example:*

Name the animal: ***This is a bear.***

Animal	Size	Colour	Action	Food
bear	big	grey	swim	grass
elephant	huge	green	jump	fish
frog	small	brown	run	insects

Name the animal: \_\_\_\_\_.

1. Its size: \_\_\_\_\_.

2. Its colour: \_\_\_\_\_.

3. Its actions: \_\_\_\_\_.

4. Its food: \_\_\_\_\_.

## Speaking

**Task 4.** Look at the pictures and choose ONE. Tell about the animal you like. Answer the questions.

1. Which animal do you like?
2. Where can you see it?
3. What can you feed it with?
4. Why do you like it?

1.



2.



3.



4.



### Mark scheme

Task №	Answer	Mark	Additional information
1	1. T	1	
	2. F	1	
	3. T	1	
	4. F	1	
2	1. The Sun / The Sun is a source of natural light.	1	
	2. to live / be happy. / We need the Sun to live and be happy.	1	
	3. at night / The Moon helps us to see at night.	1	
	4. the Moon reflects the light. / We can see at the night because the Moon reflects the light.	1	
3	1. It is big.	1	It is huge/ small.
	2. It is brown.	1	It is grey/ green.
	3. It can swim.	1	It can run/ jump.
	4. It eats fish.	1	It eats grass/ insects.
4	I like a tiger.	1	I like a horse/ panda/ sheep. I can see it on TV/ in the farm/ in the field. I can feed it with sugar / grass/ bamboo leave. Other answers are acceptable if learners answer the questions relevantly. 1 point for each correct answer.
	I can see it in the Zoo.	1	
	I can feed it with meat.	1	
	I like it because it is strong.	1	
<b>Total marks</b>		<b>16</b>	

**TERM 2**  
**SUMMATIVE ASSESSMENT TASKS**

**Summative Assessment for the cross curricular unit «Time»**

**Learning objectives**      3.2.6.1 (3.S6) Take turns when speaking with others in a limited range of short, basic exchanges  
3.4.4.1 (3.W4) Write with support short basic sentences with appropriate spaces between words

**Assessment criteria**

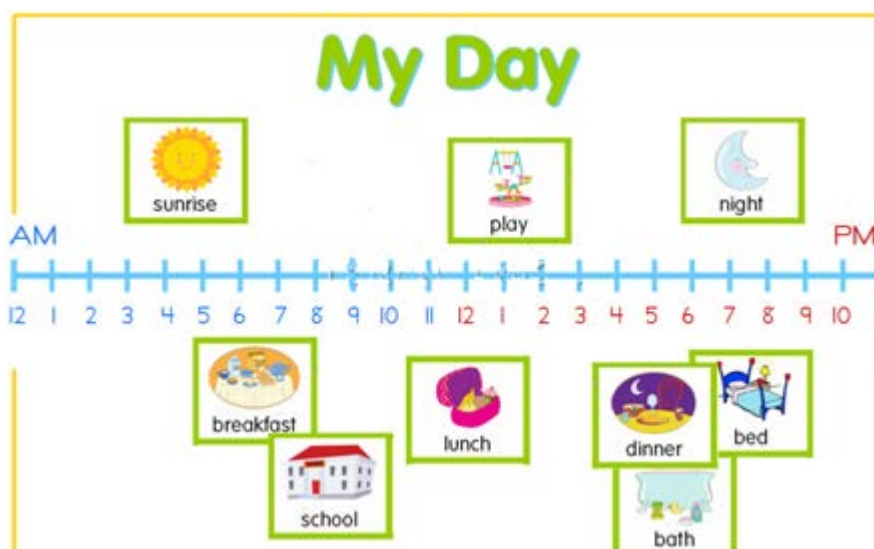
- Interact with others in short basic conversation
- Write with support short sentences by applying spaces between words

**Level of thinking skills**      Knowledge and comprehension  
Application

**Duration**                      20 minutes

**Speaking**


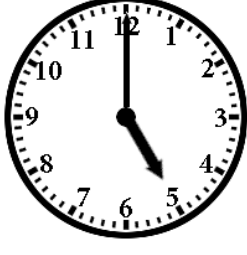


**Task 1.** Work in pairs. Talk with a partner about your day and what you do during the day. Use the ideas from the picture to make up sentences.



## Writing

**Task 2.** Make up sentences about the time. Use the words from the boxes and pictures. Write 4 sentences.

a quarter to	o'clock	half past	a quarter past
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1. It's _____.	3. It's _____.
	
2. It's _____.	4. It's _____.



Assessment criteria	Task №	Descriptor	Mark	Additional information
Interact with others in short basic conversation	1	Possible answers: The Sun rises at 6 o'clock.	1	Any correct answer is possible. 1 point for correct answer.
		I have my breakfast at 8 o'clock.	1	
		I go to school at 9 o'clock.	1	
		After school I play in the yard.	1	
		At night I go to sleep.	1	
Write with support short sentences by applying spaces between words	2	1. writes 'It's half past eight'.	1	The learners write sentences using appropriate space between the words.
		2. writes 'It's a quarter to eight'.	1	
		3. writes 'It's five o'clock'.	1	
		4. writes 'It's a quarter past one'.	1	
Total marks			9	

# **Rubrics for providing information to parents on the results of Summative Assessment for the cross curricular unit “Time”**

**Learner’s name** \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Interact with others in short basic conversation	Tries to communicate, but uses inappropriate words that makes it difficult to understand the speech. The interaction is not equal. Feels not confident while asking and answering questions. <input type="checkbox"/>	Stays on task most of the time and tries to communicate effectively. Keeps trying to develop the interaction. Asks and answers question with few mistakes. <input type="checkbox"/>	Stays on task and communicate effectively. Always tries to develop the interaction. Asks and answers the questions appropriately. May have a minor mistake while communicating. <input type="checkbox"/>
Write with support short sentences by applying spaces between words	Writes the sentences using inappropriate time words and doesn’t leave enough space between words. <input type="checkbox"/>	Writes the sentences with few mistakes. Leaves some space between words. <input type="checkbox"/>	Writes the majority of the sentences correctly using appropriate time words. Leaves space between words. <input type="checkbox"/>

## Summative Assessment for the cross curricular unit «Buildings»

**Learning objectives** 3.3.3.1 (3.R3) Begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics  
3.1.4.1 (3.L4) Understand a limited range of short supported questions on general and some curricular topics  
3.5.14.1 (3.U14) Use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are; use prepositions of time: on, in, at to talk about days and times and no preposition next/last week

**Assessment criteria**

- Identify the details while rereading very short fiction and non-fiction texts using support
- Identify short supported questions on general and some curricular topics
- Describe people and things using at, behind, between, in, in front of, near, next to, on, under, above
- Talk about days and times using on, in, at and without prepositions next/last week

**Level of thinking skills** Knowledge and comprehension  
Application

**Duration** 20 minutes

### Reading

**Task 1.** Read the text about houses and identify each house. Write *Mark's, Paul's and John's house* under the correct picture.

1.



2.



3.



There are many types of houses. John, Mark and Paul lived in wooden cottages last summer. The houses were nice. Children played games and had meals in a beautiful yard of Mark's house. Sometimes they watered the flowers. There was a path from the stone fence to the door of Paul's house. There was a balcony and wooden fence in the yard of John's house.

They liked their cottages very much.

## Listening

**Task 2.** Listen to the story and find the building. Answer the questions.

*Teacher reads the text.*

You are near the Flower shop in Santos Dumont street. Move forward to Rosa e Silver Avenue. Turn to the right and go past the Music Store. The Toy store is near the Music Store. In front of the restaurant there is a Supermarket. The Pet Shop is behind the Supermarket. Hospital is near the Pet Shop. Turn to the left at Amelia street. You can see a school on your right. Fast Food Restaurant is next to the school.

### Answer the questions

1. Where is the Toy Store? The Toy Store is \_\_\_\_\_.
2. Where is the Fast Food Restaurant? The Fast Food Restaurant is \_\_\_\_\_.
3. Where is the Pet Shop? The Pet Shop is \_\_\_\_\_.
4. Where is the Hospital? \_\_\_\_\_.



Assessment criteria	Task №	Descriptor	Mark
		A learner	
Identify the details while rereading very short fiction and non-fiction texts using support	1	writes ‘ <i>Paul’s house</i> ’ under the 1 <sup>st</sup> picture;	1
		writes ‘ <i>John’s house</i> ’ under the 2 <sup>nd</sup> picture;	1
		writes ‘ <i>Mark’s house</i> ’ under the 3 <sup>rd</sup> picture;	1
Identify short supported questions on general and some curricular topics. Describe people and things using at, behind, between, in, in front of, near, next to, on, under, above Talk about days and times using on, in, at and without prepositions next/last week.	2	1. writes ‘... near the Music Store’;	1
		2.writes ‘... behind the Supermarket’;	1
		3. writes ‘ ... next to the school’.	1
		4. writes ‘ ... near the Pet Shop’/ ‘behind the Supermarket’/ ‘behind the Bookstore’.	1
Total marks			7

## Rubrics for providing information to parents on the results of Summative Assessment for the cross curricular unit “Buildings”

Learner's name \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the details while rereading very short fiction and non-fiction texts using support	Reads the text to identify details in it. Experiences difficulties in writing the correct names of people under the correct pictures.  <div style="text-align: right;"><input type="checkbox"/></div>	Reads the text to identify details and find the correct house for each person. Makes some mistakes in task performing.  <div style="text-align: right;"><input type="checkbox"/></div>	Reads the text, understands the details, finds the proper houses and marks them correctly. Writes the necessary words under the each picture correctly.  <div style="text-align: right;"><input type="checkbox"/></div>
Identify short supported questions on general and some curricular topics Describe people and things using at, behind, between, in, in front of, near, next to, on, under, above Talk about days and times using on, in, at and without prepositions next/last week.	Experiences difficulties in identifying the correct places of the objects according to the listening text and supporting picture. Experiences difficulties in using appropriate prepositions to write them in the sentences. Most of the prepositiong are used incorrectly  <div style="text-align: right;"><input type="checkbox"/></div>	Makes mistakes in identifying the places of where the objects are according to the listening text using supporting picture. Some answers are correct. Makes some mistakes in using appropriate prepositions to write them in the sentences. Some prepositions are misused.  <div style="text-align: right;"><input type="checkbox"/></div>	Identifies appropriately the places of the objects according to the listening text and supporting picture. Answers the questions correctly. Feels cofident in using appropriate prepositions. Writes about object's location according to the picture. Completes the sentences correctly.  <div style="text-align: right;"><input type="checkbox"/></div>

## **Specification of Summative Assessment for term 2**

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

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

Specification describes the content and procedure for the delivery of the Summative Assessment for the term in "English language" in Grade 3.

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

The Subject Programme in "English language" for 1-4 grades of primary education on the updated content.

### **3. Review of Summative Assessment for the term 2.**

**3.1 Duration** - 40 minutes.

**Total marks** - 16.

**Speaking task is conducted separately.**

#### **3.2. The structure of the Summative Assessment**

Different types of multiple choice and open-ended tasks are used in the Summative Assessment for the term.

This Assessment consists of 4 tasks.

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

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

<b>Cross curricular unit</b>	<b>Skill</b>	<b>Learning objective</b>	<b>Task №</b>	<b>Type of question/ Task description</b>	<b>Total marks</b>
Time. Buildings.	Listening	3.1.1.1 (3.L1) Understand short supported classroom instructions in an increasing range of classroom routines	1	Open ended task. Learners listen to the teacher's instructions and follow them accordingly.	4
	Reading	3.3.6.1 (3.R6) Understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics	2	Multiple choice task. Learners read the text about «My Day and Night» and choose the correct answer to the questions.	4
	Writing	3.4.7.1 (3.W7) Spell a growing number of familiar high-frequency words accurately during guided writing activities	3	Open ended task. Learners put the letters into the correct order and write the words.	4
	Speaking	3.2.3.1 (3.S3) Give short, basic description of people and objects on a limited range of general and some curricular topics. 3.5.14.1 (3.U14) Use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are; use prepositions of time: on, in, at to talk about days and times and no preposition next/last week.	4	Open ended task. Learners choose one picture to describe the object on it and tell about their past experiences. They should use prepositions in a talk.	4



## Sample questions and mark scheme

### Tasks for the Summative Assessment for the term 2

#### Listening

**Task 1.** Listen to the teacher's instructions and follow them.

Finish the sentence: I am at the \_\_\_\_\_.



*Teacher reads:*

1. Look at the map. Find the Flower shop. Put a tick under the Flower shop.
2. Take a red pencil. Draw an arrow moving from Flower shop you drew along Santos Dumont Street to the crossing. Turn right to Rosa a Silva Avenue.
3. Move forward to the restaurant. Write a big letter R below the restaurant.
4. Turn left at the crossing. Pass the supermarket. What is the building next to it?

#### Reading

**Task 2.** Read the text and choose the correct answer.

##### My Day and Night

Hi! My name is Jake. I live in the USA. I wake up in the morning at seven o'clock. At a quarter to eight, I eat breakfast. I go to school at 8:30 a.m. by bus.

At school, I learn about many things. In the afternoon I do homework. At seven o'clock I eat dinner.

I go to sleep at ten to eleven at night.



##### Circle the correct answer

1. What time does Jake wake up?  
A. 7:00 a.m.      B. 7:00 p.m.      C. 6:00 a.m.      D. 17:00
2. What time does Jake eat breakfast?  
A. 8:30 a.m.      B. 7:45 a.m.      C. 8:15 a.m.      D. 8:45 a.m.
3. What time does Jake go to school?  
A. half past eight in the morning      B. half past eight in the afternoon
4. What time does Jake go to bed at night?  
A. 11:10 a.m.      B. 10:50 p.m.      C. 10:50 a.m.      D. 11:10 p.m.

## Writing

**Task 3.** Put the letters in the correct order. Spell the word out. Write the words.

### Days of the Week. Unscramble the words.

e s u t a d y

d w e s e n a y d

s r t h d y u a

i r d f y a

1.

--	--	--	--	--	--	--

2.

--	--	--	--	--	--	--	--	--

3.

--	--	--	--	--	--	--	--

4.

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## Speaking

**Task 4.** Look at the pictures. Describe ONE of the objects. Tell about the places you **lived, visited, saw, travelled there last summer**. Use any prepositions: **at, behind, between, in, in front of, near, next to, on, under, above**. You don't need to use all of them.

*Example:*

1. This is a cottage house.
2. We lived in the cottage last summer.
3. There was a nice and beautiful garden behind the house.
4. There were many colourful flowers near the cottage.



### Mark scheme

Task №	Answer	Mark	Additional information
1		1	A tick under the Flower shop
		1	Red arrow to the right
		1	Letter 'R' under the restaurant
	4. Pet Shop	1	
2	1. A	1	
	2. B	1	
	3. A	1	
	4. B	1	
3	1. Tuesday	1	
	2. Wednesday	1	
	3. Thursday	1	
	4. Friday		
4	This is a cottage house.	1	Any correct answers are accepted. 1 point for correct answer.
	We lived in the cottage last summer.	1	
	There was a nice and beautiful garden behind the house.	1	
	There were many colourful flowers near the cottage.	1	
<b>Total marks</b>		<b>16</b>	

**TERM 3**  
**SUMMATIVE ASSESSMENT TASKS**  
**Summative Assessment for the cross curricular unit «Art and Music»**

<b>Learning objectives</b>	3.3.1.1 (3.R1) Recognise, identify and sound with support a limited range of familiar words in simple sentences 3.2.3.1 (3.S3) Give short, basic description of people and objects on a limited range of general and some curricular topics
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>Identify and say familiar words in short sentences with support</li> <li>Describe people and objects on general and curricular topics</li> </ul>
<b>Level of thinking skills</b>	Knowledge and comprehension Application
<b>Duration</b>	20 minutes

**Reading**

**Task 1.** Read the text and answer the questions. Complete sentences.



**a Mariachi group**



**the guitarron**



**the vihuela**

**Mexican Mariachi Music**

Mariachi music is a popular type of Mexican music.

Mariachi groups need seven people to play the instruments. Two people play the violin, two people play the trumpet, one person plays the Spanish guitar, one person plays the guitarron and one person plays the vihuela.

The people playing the instruments in the Mariachi group also sing. They sing about love and feeling happy.

1. How many people need to be in a Mariachi group?

A Mariachi group needs \_\_\_\_\_ people.

2. What instruments has Mariachi music got? (write the names of **3 instruments**)  
Mariachi music has got \_\_\_\_\_.
3. What topics do the Mariachi singers sing about?  
They sing about \_\_\_\_\_.

## **Speaking**

**Task 2.** Listen to the teacher's questions and answer them in full sentences.

1. Do you like Kazakh music?
2. What is your favourite musical instrument?
3. What is your favourite song?
4. Do you listen to Kazakh music? Why do/don't you listen to Kazakh music?
5. Imagine you went to a music museum with your class yesterday. What did you see there?

Assessment criteria	Task №	Descriptor	Mark	Additional information
		A learner		
Identify and say familiar words in short sentences with support.	1	1. answers ‘seven / 7’	1	Any of these answers are acceptable: ‘violin’ / ‘trumpet’ / ‘guitar’ / ‘guitarron’ / ‘vihuela’. Learner should write only 3 instruments. 1 point can be given for each correct written instrument.
		2. answers ‘violin’	1	
		answers ‘trumpet’	1	
		answers ‘guitar’	1	
		3. answers ‘love and feeling happy’	1	1 point can be given even if the learner gives only 1 answer.
Describe people and objects on general and curricular topic.	2	<i>Possible answers</i> 1. Yes, I like Kazakh music./ No, I don’t like Kazakh music.	1	Other answers are also acceptable if they answer the question.  1 point for each grammatically correct answer.
		2. My favourite instrument is piano.	1	
		3. My favourite song is...	1	
		4. Yes, I do./ No, I don’t. I like Kazakh music because it is unusual./ I don’t like Kazakh music because it’s boring.	1	
		5. Any relevant, grammatically correct answer	1	
Total marks			10	

**Rubrics for providing information to parents on the results of Summative Assessment for the cross curricular unit “Art and Music”**

**Learner’s name** \_\_\_\_\_

<b>Assessment criteria</b>	<b>Level of learning achievements</b>		
	<b>Low</b>	<b>Middle</b>	<b>High</b>
Identify and say familiar words in short sentences with support.	Experiences difficulties in identifying words in the text necessary to answer the questions correctly. <input type="checkbox"/>	Makes mistakes in identifying words in the text seven/ a guitar/a trumpet/ a violin/ a guitarron/ a vihuela/ love and feeling happy necessary to answer the questions correctly. <input type="checkbox"/>	Identifies words in the text. Answers the questions correctly. <input type="checkbox"/>
Describe people and objects on general and curricular topics.	Tries to describe musical instrument. Answers most of the questions inappropriately. Provides most of the sentences grammatically incorrect. <input type="checkbox"/>	Makes some mistakes in sentences when describing musical instrument. Answers some of the questions with errors. <input type="checkbox"/>	Describes musical instrument properly. Uses grammatically correct sentences in speech. Answers most of the questions appropriately. <input type="checkbox"/>

## Summative Assessment for the cross curricular unit «Explorers and Inventors»

**Learning objectives** 3.1.8.1 (3.L8) Understand short narratives on a limited range of general and some curricular topics  
3.4.3.1 (3.W3) Write short phrases to identify people, places and objects

**Assessment criteria**

- Identify general idea of short stories on general and familiar topics
- Describe people, places and objects using short phrases

**Level of thinking skills** Knowledge and comprehension  
Application

**Duration** 20 minutes

### Listening

**Task 1.** Listen about Marco Polo twice. Answer the questions.

1. Who was Marco Polo?  
\_\_\_\_\_.
2. What country did Marco visit when he was 18?  
\_\_\_\_\_.
3. How did Marco, his father and uncle feel when they came to Beijing?  
\_\_\_\_\_.
4. What did Marco Polo write about his adventures?  
\_\_\_\_\_.
5. Why did people think that the stories in the book were not true?  
\_\_\_\_\_.



*Teacher reads:*

Marco Polo, the famous explorer, was born in Italy in the thirteenth century. When he was 18 he travelled to China with his father and uncle. It was a very dangerous journey and they were very happy when they came to Beijing.

Marco lived in China for 17 years and learned lots of interesting things. He came back to Italy with lots of beautiful things.

He wrote a book about his adventures. The stories were so amazing that many people thought they were not true.

Now travelling is so easy, we forget how difficult and dangerous it was long ago.

### Writing

**Task 2.** Choose ONE invention from the pictures and answer the questions:

1. What is it?
2. Is it a nice / useful / silly / dangerous / clever / easy / difficult invention?
3. Do you like this invention? Why / why not?





from: the USA



from: Italy



from: France

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Assessment criteria	Task №	Descriptor	Mark	Additional information
		A learner		
Identify general idea of short stories on general and familiar topics	1	answers to the 1 <sup>st</sup> question ‘an explorer’	1	
		answers to the 2 <sup>nd</sup> question ‘China ‘	1	
		answers to the 3 <sup>rd</sup> question ‘happy’	1	
		answers to the 4 <sup>th</sup> question ‘a book’	1	
		answers to the 5 <sup>th</sup> question ‘amazing’/ ‘stories were amazing’	1	
Describe people, places and objects using short phrases	2	<i>Possible answers</i> 1. White robot/ This is a robot.	1	Other answers are also acceptable if they answer the questions in accordance with the pictures. 1 point for each correct phrase/sentence.
		2. Clever invention/ It is a clever invention.	1	
		3. Yes, I like/ Yes, I like this invention, because it is unusual. (or any other relevant adjective) / No, I don’t like this invention, because it is dangerous. (or any other relevant adjective)	1	
Total marks			8	

**Rubrics for providing information to parents on the results of Summative Assessment for the cross curricular unit “Explorers and inventors”**

Learner's name \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify general idea of short stories on general and familiar topics	Experiences difficulties in answers to the questions, which manifests through numerous mistakes. <input type="checkbox"/>	Makes some mistakes in identifying general idea of the talk. Answers some of the questions according to the recording. <input type="checkbox"/>	Identifies general idea of the talk. Answers most of the questions appropriately. <input type="checkbox"/>
Describe people, places and objects using short phrases	Tries to describe object from the picture. Answers most of the questions incorrectly. Uses grammatically incorrect sentences in describing object. <input type="checkbox"/>	Describes object from the picture with some errors. Makes some mistakes in answers to the questions using supported pictures and information in them. <input type="checkbox"/>	Describes object from the picture. Answers most of the properly. Uses grammatically correct sentences. <input type="checkbox"/>

## **Specification of Summative Assessment for term 3**

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

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

Specification describes the content and procedure for the delivery of the Summative Assessment for the term in "English language" in Grade 3.

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

The Subject Programme in "English language" for 1-4 grades of primary education on the updated content.

### **3. Review of Summative Assessment for the term 3**

**3.1 Duration** - 40 minutes.

**Total marks** - 16.

**Speaking task is conducted separately.**

#### **3.2. The structure of the Summative Assessment**

Different types of multiple choice and open-ended tasks are used in the Summative Assessment for the term.

This Assessment consists of 4 tasks.

True/False tasks consist of information from the talk where learners should decide whether the given information True or False according to the talk.

Multiple choice tasks consist of listening to the narrative and marking the statements True or False according to the text, following the instructions and choosing the correct option.

Open-ended tasks require learners pronounce familiar words and short phrases intelligibly when they read the questions aloud and answer the questions.

<b>Cross curricular unit</b>	<b>Skill</b>	<b>Learning objective</b>	<b>Task №</b>	<b>Type of question/ Task description</b>	<b>Total marks</b>
Art and Music Explorers and Inventors	Listening	3.1.8.1 (3.L8) Understand short narratives on a limited range of general and some curricular topics	1	True /False task. Learners listen to the information about a string instrument twice and mark the statements True or False according to the talk.	4
	Reading	3.3.2.1 (3.R2) Read and follow with limited support familiar instructions for classroom activities	2	Multiple choice task. Learners read the text about a pianist and answer the questions. They follow the instructions and choose the correct answer.	4
	Writing	3.4.5.1 (3.W5) Link with support words or phrases using basic coordinating connectors 3.5.3.1 (3.U3) Use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons	3	Gap filling task. Learners complete the sentences about the inventions filling the gaps with different adjectives and connectors: and, but.	4
	Speaking	3.2.5.1 (3.S5) Pronounce familiar words and short phrases intelligibly when reading aloud	4	Open ended task. Learners pronounce familiar words and short phrases intelligibly when they read the questions aloud. They answer the questions in complete sentences.	4

## Sample questions and mark scheme

### Tasks for the Summative Assessment for the term 3

#### Listening

**Task 1.** Listen to the teacher and mark the statements True or False.

1. The violin is usually made of wool. \_\_\_\_\_
2. The violin is an instrument from the string family. \_\_\_\_\_
3. If you play a violin, you are called a pianist. \_\_\_\_\_
4. The violin is a very old instrument. \_\_\_\_\_

*Teacher reads:*

The violin is a string instrument, which is made of wood and has got four strings. It is the smallest instrument in the string family. A person who plays the violin is called a violinist. The modern violin is about 400 years old. It is a very important classical instrument in the orchestra. To play the violin well, you need to practice a lot.

#### Reading

**Task 2.** Read and follow the instructions:

1. Read the text;
2. Answer the questions;
3. Choose only **ONE** answer;
4. Circle the answer.

My name is Mia. I am a pianist. I began studying the piano when I was three years old. I am ten years old now. I play the piano in the orchestra at the community college. We give a concert two times a year. I always practice new music for the next concert.

During the school year, I take four piano lessons every week from my piano teacher, Mrs. Taylor.

1. When did Mia start to study piano?  
A. five years old  
B. ten years old  
C. eight years old  
D. seven years old
2. Where does Mia take her piano lessons every week?  
A. at her elementary school  
B. at home  
C. at the community college  
D. no correct answer
3. How many times a year do they give a concert?  
A. two times  
B. three times  
C. ten times  
D. twelve times

4. How many hours a week does Mia practice the piano?





- A. two hours
- B. four hours
- C. five hours
- D. ten hours

## Writing

**Task 3.** Complete the sentences about the inventions. Use adjectives and connectors (and, but) in your sentences.

*Example:* This is a **nice and clever** invention.

This is a **nice but dangerous** invention.

1.		This is _____ _____ invention.
2.		This is _____ _____ invention.
3.		This is _____ _____ invention.
4.		This is _____ _____ invention.

## Speaking

**Task 4.** Read the questions aloud. Answer them in complete sentences.

1. What is the name of this man? (look at the picture)
2. Who was he?
3. When did he first go to China?
4. What was the Silk Road?



### Mark scheme

Task	Answer	Mark	Additional information
1	1.False	1	
	2.True	1	
	3.False	1	
	4.True	1	
2	1. D	1	
	2. C	1	
	3. B	1	
	4. A	1	
3	<i>Possible answers</i>		Other answers are also acceptable if they answer the question. 1 point for each grammatically correct answer.
	1. This is a nice and new invention.	1	
	2. This is a clever but dangerous invention.	1	
	3. This is a useful and smart invention.	1	
4	4.This is a fast and big invention.	1	
	<i>Possible answers</i>	1	
	1. The name of this man is Marco Polo.		
	2. He was an explorer.	1	
	3. He first went to China when he was 17.	1	1 point for each grammatically correct answer.
	4. The Silk Road was a trade route.	1	
<b>Total marks</b>		<b>16</b>	



**TERM 4**  
**SUMMATIVE ASSESSMENT TASKS**  
**Summative Assessment for the cross curricular unit «Water, water everywhere»**

<b>Learning objectives</b>	3.3.6.1 (3.R6) Understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics 3.2.5.1 (3.S5) Pronounce familiar words and short phrases intelligibly when reading aloud
<b>Assessment criteria</b>	<ul style="list-style-type: none"><li>• Identify detailed information of simple texts on general and curricular topics</li><li>• Articulate familiar words and short phrases intelligibly</li></ul>
<b>Level of thinking skills</b>	Knowledge and comprehension Application
<b>Duration</b>	20 minutes

**Reading**

**Task 1.** Read the text about Tommy and answer the questions.

Tommy drinks water every day. He also washes his face, brushes his teeth and takes a shower every day.

On Monday, Tommy helps his father water the garden. On Tuesday, Tommy and his mother cook dinner and wash dishes. On Wednesday, Tommy helps his baby brother to bathe. His baby brother likes to play in the bath.



1. What does Tommy drink every day?

2. What does Tommy do with his father?

3. What does Tommy do on Tuesday?

4. Where does Tommy's brother like to play?

**Speaking**

**Task 2.** Read all the questions aloud first and then answer them in full sentences.

Look at the pictures if you need some help.

1. What is this? (*teacher points to a sea animal*)

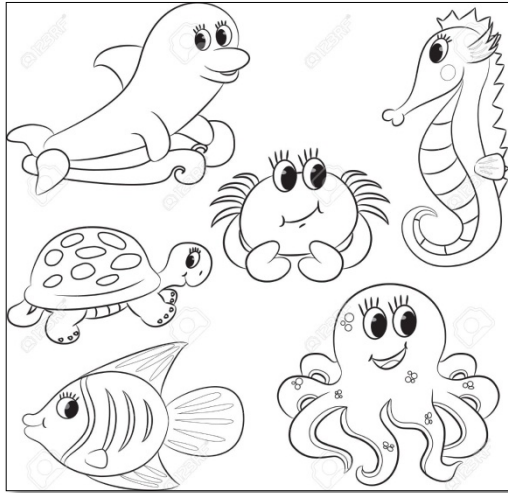
2. Where does it live?

3. What colour is a dolphin?

4. Did you go to the beach last summer?

5. What did you do at the beach?

(*Note for a teacher: if the learner answers "no" to the previous question change it to the following one – What is he/she doing? Point at any person in the picture.*)



Assessment criteria	Task №	Descriptor	Mark	Additional information
		A learner		
Identify detailed information of simple texts on general and curricular topics	1	1. answers ‘Tommy/He drinks water every day.’	1	Short answers are acceptable.
		2. answers ‘Tommy helps his father water the garden./ On Monday, Tommy helps his father water the garden.’	1	
		3. answers ‘Tommy and his mother cook dinner and wash dishes./ On Tuesday, Tommy helps his mother cook dinner and wash dishes.’	1	
		4. answers ‘Tommy’s brother likes to play in the bath. His brother likes to play in the bath.’	1	
Articulate familiar words and short phrases intelligibly	2	<i>Possible answers</i>	1	Other answers are also acceptable if they answer the questions in accordance with the pictures. 1 point for each correct answer.
		1. This is a fish.		
		2. It lives in the sea/ river / ocean.	1	
		3. A dolphin is grey and white.	1	
		4. Yes, I went to the beach last summer./ No, I didn’t go to the beach last summer.	1	
5. I ate ice-cream at the beach. (or any other relevant verb) / She / He is swimming. (The verb and the pronoun depend on the picture)	1			
Total marks			9	

**Rubrics for providing information to parents on the results of Summative Assessment for the cross curricular unit “Water, water everywhere”**

**Learner’s name** \_\_\_\_\_

<b>Assessment criteria</b>	<b>Level of learning achievements</b>		
	<b>Low</b>	<b>Middle</b>	<b>High</b>
Identify detailed information of simple texts on general and curricular topics	Experiences great difficulties in selecting information from the text necessary to answer the questions correctly, which manifests through numerous mistakes. <input type="checkbox"/>	Makes some mistakes in selecting information from the text necessary to answer the questions correctly according to the text. <input type="checkbox"/>	Answers in full and well-developed sentences. Selects appropriate information from the text necessary to answer the questions correctly. <input type="checkbox"/>
Articulate familiar words and short phrases intelligibly	Experiences difficulties in describing people and objects using pictures. Pronounces words and phrases inappropriately. <input type="checkbox"/>	Makes some mistakes in answering the questions, which describe people and objects in the pictures. Pronounces words and phrases with occasional errors. <input type="checkbox"/>	Answers to the questions correctly using pictures. Pronounces words and phrases clearly. <input type="checkbox"/>

## Summative Assessment for the cross curricular unit «Having fun»

**Learning objectives** 3.1.6.1 (3.L6) Understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics  
3.4.7 (3.W7) Spell a growing number of familiar high-frequency words accurately during guided writing activities

**Assessment criteria**

- Identify some detailed information in short supported talk on general and some curricular topics
- Write familiar topic related words neatly during guided writing activities

**Level of thinking skills** Knowledge and comprehension  
Application

**Duration** 20 minutes

### Listening

**Task 1.** Listen to Michael talk. Circle the correct answers.

*Teacher reads:*

My name is Michael and I love to have fun. My favourite fun place is the zoo. I really like to feed the animals at the zoo. It is so fun! I go to the zoo in London in summer. I go with my mom and my little sister. At the zoo, we see lots of animals and people walking. We also drink coca-cola and eat popcorn as we walk around the zoo. Last year, I saw a lion, a tiger and a bear at the zoo!

1. What fun place does Michael like to go to?



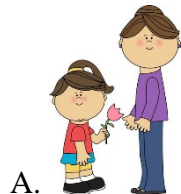
2. When does Michael go to the fun place?

A. in winter

B. in summer

C. in spring

3. Who does Michael go to the fun place with?



4. What Michael does NOT say he does at the fun place?



5. Which animal did Michael see in the zoo last year?

A. a panda

B. a tiger

C. a Polar bear

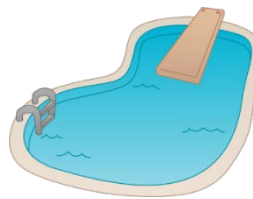
## Writing

**Task 2.** Write about what people in the pictures do and at what fun place.



*Example:*

John and Kim drink juice at the café.



1. Clara \_\_\_\_\_.



2. Chris \_\_\_\_\_.



3. Max and Maria \_\_\_\_\_.



4. Kira \_\_\_\_\_.

Assessment criteria	Task	Descriptor	Mark	Additional information
		A learner		
Identify some detailed information in short supported talk on general and some curricular topics	1	1. circles ‘B’	1	
		2. circles ‘B’	1	
		3. circles ‘A’	1	
		4. circles ‘C’	1	
		5. circles ‘B’	1	
Write familiar topic related words neatly during guided writing activities	2	1. writes ‘Clara dives at the swimming pool.’	1	
		2. writes ‘Chris feeds animals at the zoo.’	1	
		3. writes ‘Max and Maria read books at the library.’	1	
		4. writes ‘Kira watches movies at the cinema.’	1	
Total marks			9	

# **Rubrics for providing information to parents on the results of Summative Assessment for the cross curricular unit “Having fun”**

**Learner’s name** \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify some detailed information in short supported talk on general and some curricular topics	Experiences difficulties in identifying the correct answer to the questions, which manifests through majority of mistakes. <input type="checkbox"/>	Makes some mistakes in identifying specific information to answer the question. <input type="checkbox"/>	Identifies specific information from the talk properly. Answers most of the questions correctly. <input type="checkbox"/>
Write familiar topic related words neatly during guided writing activities	Has many mistakes in spelling familiar high-frequency words dive / swimming pool / feed animals /zoo / read books / library / watch movies / cinema. <input type="checkbox"/>	Makes some mistakes in spelling familiar high-frequency words dive / swimming pool / feed animals /zoo / read books / library / watch movies / cinema. <input type="checkbox"/>	Writes all familiar high-frequency words dive / swimming pool / feed animals /zoo / read books / library / watch movies / cinema. <input type="checkbox"/>



## **Specification of Summative Assessment for term 4**

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

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

Specification describes the content and procedure for the delivery of the Summative Assessment for the term in "English language" in Grade 3.

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

The Subject Programme in "English language" for 1-4 grades of primary education on the updated content.

### **3. Review of Summative Assessment for the term 4.**

**3.1 Duration** - 40 minutes.

**Total marks** - 16.

**Speaking task is conducted separately.**

#### **3.2. The structure of the Summative Assessment**

Different types of multiple choice and open-ended tasks are used in the Summative Assessment for the term.

This Assessment consists of 4 tasks.

Matching tasks require learners to connect one thing to another.

Open-ended tasks require learners to answer the questions in full sentences after reading a text, while writing and speaking.





<b>Cross curricular unit</b>	<b>Skill</b>	<b>Learning objective</b>	<b>Task №</b>	<b>Type of question/ Task description</b>	<b>Total marks</b>
Water, water everywhere Having Fun	Listening	3.1.4.1 (3.L4) Understand a limited range of short supported questions on general and some curricular topics	1	Matching task. Learners listen to the questions A-E twice and match them to the pictures 1-5.	4
	Reading	3.3.3.1 (3.R3) Begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics	2	Open ended task. Learners read the text «At the beach» and answer open ended questions.	4
	Writing	3.4.8.1 (3.W8) Include appropriate use of a full stop during guided writing of short, familiar sentences	3	Open ended task. Learners write four full sentences about their trip to the beach, use a full stop at the end of each sentence. They can answer questions.	4
	Speaking	3.2.4.1 (3.S4) Respond to questions on a limited range of general and some curricular topics 3.5.2.1 (3.U2) Use cardinal numbers 1-100 to count and ordinal numbers 1 – 10	4	Open ended task. Learners look at the picture and answer the questions in complete sentences accordingly. They use numbers in their speech.	4

## Sample questions and mark scheme

### Tasks for the Summative Assessment for the term 4

#### Listening

**Task 1.** Listen to the questions A-D and match them to the pictures 1-4.

1.		
2.		
3.		
4.		

*Teacher reads:*

- A. In which picture are the children eating ice cream?
- B. In which picture are the children jumping in the waves?
- C. In which picture are the children diving?
- D. In which picture are the children sunbathing?

#### Reading

**Task 2.** Read the text and answer the questions.

##### At the beach

Yesterday in the morning, the children went to the beach with their mother. The beach was quiet. There were no people on the beach. The children only heard the sounds of birds, saw palm trees and the ocean. They saw many small shells on the beach.

After the walk, the children were hungry. Their mother gave apples, juice and sandwiches for lunch. After the breakfast, they played and jumped in the waves.

1. Where did the children go yesterday in the morning?

\_\_\_\_\_.

2. What sounds did the children hear?

\_\_\_\_\_.

3. What did the children eat for lunch?

\_\_\_\_\_.

4. What did the children do after the breakfast?

## Writing

**Task 3.** Think about the beach you went to last year or last summer. Describe your trip. Look at the questions if you need help with ideas. You don't need to use all the questions.

What beach did you go to last year?

Did you like it? Why? Why not?

Who did you go with?

What did you do there?

1.

2.

3.

4.

## Speaking

**Task 4.** Look at the picture. Answer the teacher's questions in complete sentences.

1. What do you see in the picture?
2. Do the children in the picture like flying a kite? Why do you think so?
3. How many children and kites in the picture?
4. Do you know how to make a kite?



### Mark scheme

Task	Answer	Mark	Additional information
1	1. D	1	
	2. A	1	
	3. C	1	
	4. B	1	
2	1. Yesterday in the morning, the children went to the beach.	1	Other answers are also acceptable if they answer the question. 1 point for each grammatically correct answer.
	2. The children heard the sounds of birds.	1	
	3. For lunch, the children ate apples and sandwiches. (NO JUICE, because we don't eat juice, we drink it.)	1	
	4. After the breakfast, the children played and jumped in the waves.	1	
3	<i>Possible answers</i>		Other answers are also acceptable if they answer the question. 1 point for each grammatically correct answer.
	1. Last summer I went to Alakol beach.	1	
	2. I liked it very much because I can swim a lot.	1	
	3. We went to the beach with my family.	1	
4	4. I swam there and eat an ice-cream.	1	Other answers are also acceptable if they answer the question. 1 point for each grammatically correct answer.
	<i>Possible answers</i>		
	1. In the picture, I see children flying kites.	1	
	2. Yes, the children in the picture like flying a kite. I think so because they look happy.	1	
	3. There are three children and three kites in the picture.	1	
	4. Yes, I know how to make a kite.	1	
<b>Total marks</b>		<b>16</b>	