

**Methodological recommendations
for Summative Assessment**

English

Grade 6

Methodological recommendations for Summative Assessment are designed to assist teachers in planning, organizing and carrying out Summative Assessment in “English language” for the Grade 6 learners. Methodological recommendations are aligned with the Subject Programme and Course plan. Summative Assessment in Grade 6 is conducted in Terms 1, 2, 3 and 4.

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

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

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

Contents

TERM 1.....	4
Summative assessment for the unit «Our Class».....	4
Summative assessment for the unit “Helping and heroes”	7
TERM 2.....	9
Summative assessment for the unit “Our countryside”	9
Summative assessment for the unit “Drama and Comedy”	13
TERM 3.....	16
Summative assessment for the unit “Our Health”	16
Summative assessment for the unit “Holidays and Travel”	20
TERM 4.....	23
Summative assessment for the unit “Our Neighbourhood”	23
Summative assessment for the unit “Transport”	26

TERM 1
Summative assessment for the unit «Our Class»

Learning objectives 6.2.2.1 (6.L2) Understand more complex supported questions which ask for personal information
6.3.2.1 (6.S2) Ask simple questions to get information about a growing range of general topics

Assessment criteria

- Identify complex personal questions with support
- Make up simple interrogative sentences to get information about the topic and ask questions

Level of thinking skills Knowledge and comprehension
Application

Duration 20 minutes

Listening

Task 1. Listen what Joshua tells about his school in Japan. Choose the correct answer.

Go to this link to listen: <http://www.esl-lab.com/elem/elemrd1.html>

Transcript can be found after the rubrics.

1. Which item did Joshua **NOT** take to school?
 - A) Backpack
 - B) Gym clothes
 - C) School hat
2. What is one of the first things Joshua does when he comes to school?
 - A) He stands and bows to the teacher.
 - B) He practices his reading and writing.
 - C) He puts on his gym clothes for class.
3. Where does Joshua eat lunch at school?
 - A) In his classroom
 - B) In the lunchroom
 - C) In the gymnasium
4. What time does Joshua get home from school?
 - A) at 1:00 PM and at 2:00 PM
 - B) at 2:00 PM and at 3:00 PM
 - C) at 3:00 PM and at 4:00 PM

Speaking

Task 2. Work in pairs. Read the examples and possible answers. Then make up your own 3 questions about your class or school and ask your partner. Swap the roles.

Example:

1. What subject's homework do you like? Why?
2. What are good and bad things about your school? Explain your answer.
3. What do you enjoy doing at school and what do you dislike doing? Explain your answer.

Possible answers:

1. I prefer doing homework in Biology because it is always interesting for me.
2. Good thing in my school is that on Saturday we always have clubs and lessons on Music and Art
3. I enjoy staying with my friends and I dislike doing difficult problems in Math.

Assessment criteria	Task	Descriptor	Mark
		A learner	
Identify complex personal questions with support.	1	1.chooses C ‘school hat’;	1
		2. chooses A ‘He stands and bows to the teacher.’;	1
		3.chooses A ‘in his classroom’;	1
		4. chooses B ‘at 2:00 PM and at 3:00 PM’;	1
Make up simple interrogative sentences to get information about the topic and ask questions.	2	asks 3 grammatically correct questions;	1
		answers 3 questions properly;	1
		uses topic related vocabulary accurately;	1
		pronounces words and phrases clearly.	1
Total marks			8

Rubrics for providing information to parents on the results of Summative Assessment for the unit “Our Class”

Learner’s name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify complex personal questions with support.	Experiences difficulties in identifying personal questions. Answers most of the questions incorrectly. <input type="checkbox"/>	Experiences some difficulties in identifying personal questions. Makes mistakes in answers: school hat/He stands and bows to the teacher./in his classroom/ at 2:00 PM and at 3:00PM. <input type="checkbox"/>	Correctly identifies personal questions. Answers most of the questions correctly. <input type="checkbox"/>
Make up simple interrogative sentences to get information about the topic and ask questions.	Experiences difficulties in interaction, in asking and answering the questions. Pronounces most of the words inaccurately with use of topical vocabulary. Has many pronunciation errors. <input type="checkbox"/>	Experiences some difficulties in interaction / asking questions/ answering the questions/ using proper topical vocabulary in his or her speech/ pronouncing some words and phrases clearly. <input type="checkbox"/>	Confidently communicates with a partner, asks grammatically correct questions. Answers most of the questions appropriately. Speaks with clear pronunciation of words. <input type="checkbox"/>

Transcript for listening task.

Randall: Now what kinds of things do you take to school?

Joshua: I take my taisofuku, that is gym clothes, and I take my backpack and my books [*Oh, okay.*] and stuff like that.

Randall: Okay and what is the first thing you do when you get to school?

Joshua: We do "kiritsu, rei."

Randall: "Kiritsu" and "rei." Now what are those?

Joshua: It means "stand up, bow."

Randall: Stand up and bow.

Joshua: Uh-huh.

Randall: And what do you study at school?

Joshua: We study kokugo, that is writing and reading and stuff like that [*Okay*], and sansu, that's math. [*Okay*]. And, let's see . . . , we do gym too.

Randall: Okay, and where do you eat lunch? Do you have a lunchroom or cafeteria?

Joshua: No, we eat in our classroom.

Randall: You eat in your classroom! [*Yeah*]. Oh, wow. That is very interesting. Now what time do you come home from school?

Joshua: We come home sometimes at 3:00 and sometimes at 2:00.

Randall: Okay, well thank you very much Joshua.

Joshua: You're welcome.

Summative assessment for the unit “Helping and heroes”

Learning objectives 6.4.6.1 (6.R6) Recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics
6.5.3.1 (6.W3) Write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics
6.5.8.1 (6.W8) Spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics

Assessment criteria

- Identify the author’s attitude and viewpoint in short texts
- Express personal feelings and opinion in written form with little support
- Write high-frequency topic related words accurately

Level of thinking skills Application
Higher order thinking skills

Duration 20 minutes

Reading

Task 1. Read the text and complete the tasks below.



Greg likes to help his mom make cookies. Chocolate chip cookies are his favourite. His mom likes them too.

He adds the chocolate chips to the batter. Then he stirs them in. He forms the batter into balls and places them on a baking sheet. His mom places the baking sheet into the oven.

When the cookies are in the oven, Greg licks the last bits of batter from the bowl. He can hardly wait for the cookies to be ready.

In 30 minutes the cookies are finished baking. The cookies are hot and yummy.

Answer the questions.

1. What kind of cookies are Greg’s favourite?

2. What does he do when the chocolate chips are in the batter?

3. Where does he place the balls of batter?

Choose the correct answer.

4. What is the best name for this text A) Cookie Dough B) Making Cookies

Writing

Task 2. Write about your Sunday household chores.

Follow the steps for writing:

- ✓ Write one sentence about Sunday.
- ✓ Write what household chores you can do at home to help your parents or elderly people.
- ✓ Write about your feelings after help.
- ✓ Explain why it is important to help people.

Assessment criteria	Task	Descriptor	Mark
		A learner	
Identify the author’s attitude and viewpoint in short texts.	1	1.writes ‘chocolate chip cookies’;	1
		2.writes ‘he stirs them’;	1
		3.writes ‘on a baking sheet’;	1
		4.chooses B ‘Making cookies’;	1
Express personal feelings and opinions in written form with little support. Write high-frequency topic related words accurately.	2	writes introductory sentence about Sunday;	1
		writes names of household activities;	1
		expresses personal feelings and opinions on topic;	1
		writes about the importance to help people.	1
		spells the topical vocabulary accurately.	1
Total marks			9

**Rubrics for providing information to parents on the results of Summative
Assessment for the unit "Helping and heroes"**

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the author's attitude and viewpoint in short texts.	Experiences difficulties in identifying the author's attitude and opinion. Answers most of questions incorrectly with spelling errors. <input type="checkbox"/>	Experiences some difficulties in identifying the author's attitude and opinion Makes mistakes in answers: Chocolate chip cookies/ he stirs them/ on a baking sheet/ Making Cookies. Makes some spelling mistake <input type="checkbox"/>	Correctly identifies the author's attitude and opinion in the text. Answers most of the questions appropriately with accurate spelling. <input type="checkbox"/>
Express personal feelings and opinions in written form with little support. Write high-frequency topic related words accurately.	Experience difficulties in writing paragraphs on topic, in expressing feelings and importance to help people. Spells most of vocabulary words with mistakes. <input type="checkbox"/>	Experience some difficulties in writing paragraphs with introductory sentence/in giving the names for household activities/ in expressing feelings/ in writing about importance to help people. Spells some of vocabulary words with mistakes. <input type="checkbox"/>	Presents a well-structured piece of writing with introductory sentence and gives the names for household activities. Writes sentences expressing feelings and importance to help people. Spells few words with mistakes. <input type="checkbox"/>

TERM 2

Summative assessment for the unit “Our countryside”

Learning objectives	6.2.4.1 (6.L4) Understand with limited support the main points of extended talk on a range of general and curricular topics 6.3.3.1 (6.S3) Give an opinion at sentence and discourse level on an increasing range of general and curricular topics 6.3.8.1 (6.S8) Recount some extended stories and events on a limited range of general and curricular topics
----------------------------	--

Assessment criteria	<ul style="list-style-type: none">• Identify the main ideas in extended talk with some support• Provide a point of view in conversations and discussions• Retell extended stories and episodes on a given topic
----------------------------	---

Level of thinking skills	Application Higher order thinking skills
---------------------------------	---

Duration	20 minutes
-----------------	------------

Listening

Task 1. Listen to the story and choose the correct option.

Go to the link to listen information <http://eslyes.com/easyread/es/easy027.htm>.

Transcript can be found after the rubrics.

Example: The chicken and the duck were friends enemies.

1. The speaker tells the story about *farm friends/ city friends*.
2. The speaker says that the cat is a *good animal/a bad animal*.
3. The speaker is sure that the dog is *friendly/ angry*.

Task 2. Listen to the second time and complete the sentences.

1. In the beginning the chicken and the duck are speaking about the _____.
2. The second animal they speak about is the _____.
3. At the end of the story they speak about the _____.

Speaking

Task 3. Learners work in pairs. Each pair gets a picture. Learners describe the picture participating in the discussion equally. Give some time to learners to get ready with questions to the picture.

Look at the picture. Make a 2-3-minutes talk asking and answering the questions. Participate in the conversation equally. You have 1 minute to prepare.

Possible questions for discussion.

- ✓ What can you see on the picture?
- ✓ Is it a city or a country?
- ✓ How many animals can you see on the farm?
- ✓ Can you name some animals?

- ✓ What do people do in villages?
- ✓ Do you want to live in a village? Why? / Why not?



Assessment criteria	Task	Descriptor	Mark
		A learner	
Identify the main ideas in extended talk with some support.	1	1. chooses ‘farm friends’;	1
		2. chooses ‘a bad animal;	1
		3. chooses ‘friendly’;	1
	2	1. writes ‘Cat’;	1
		2. writes ‘Dog’;	1
		3. writes‘ Man/farmer’;	1
Provide a point of view in conversations and discussions Retell extended stories and episodes on a given topic.	3	expresses his/her opinion in discussion clearly;	1
		answers the questions properly;	1
		uses vocabulary words appropriately;	1
		conveys ideas clearly;	1
		speaks with clear pronunciation of words.	1
		uses grammatically correct sentences in speech;	1
Total marks			12

Rubrics for providing information to parents on the results of Summative Assessment for the unit "Our countryside"

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the main ideas in extended talk with some support.	Experiences difficulties in identifying the main points of the talk. Chooses most of the answers incorrectly. Completes most of the sentences inappropriately. <input type="checkbox"/>	Experiences some difficulties in identifying the main points of the talk. Makes mistakes in answers: Farm friends/ A bad animal/ friendly/ Cat/ Dog/ Man or farmer. <input type="checkbox"/>	Properly identifies the main points of the talk while listening. Completes the tasks correctly with proper spelling of words. <input type="checkbox"/>
Provide a point of view in conversations and discussions. Retell extended stories and episodes on a given topic.	Experiences difficulties in providing a point of view in discussion and in asking and answering a variety of questions. Tries to tell episodes on topic. Pronounces most of the words unclear. Uses many grammatically incorrect sentences and inappropriate vocabulary. <input type="checkbox"/>	Experiences some difficulties in providing a point of view in discussion / in asking questions on topic/ in answering a variety of appropriate questions/ in using topical vocabulary accurately and grammatically correct sentences. Gives some inaccuracies in episodes on topic. Pronounces some of the words clearly. <input type="checkbox"/>	Accurately provides a point of view in discussion and answers a variety of questions. Uses topical vocabulary and grammatically correct sentences accurately. Clearly presents episodes on topic. Pronounces most of the words clearly. <input type="checkbox"/>

Transcript for listening task.

The chicken and the duck were friends. They lived on a farm. They walked around together. They swam in the pond together. They talked about many things. They talked about the cat. They thought the cat was tricky. They thought the cat was dangerous. The cat looked at them a lot. They didn't trust the cat. "We must always keep our eyes open when the cat is around," they both agreed. They talked about the dog. The dog was very friendly. The dog wanted to play. The dog had lots of energy. It barked a lot. It ran around a lot. They both liked the dog. They talked about the farmer. The farmer brought them food. The farmer took care of them. The farmer took care of all the animals. He fed the cow. He fed the pig. He fed the goat. He fed the sheep. He fed the rabbit. They liked the farmer. He took good care of everyone. He was a nice man. "Farmers are good," said the chicken. "We need farmers," said the duck.

Summative assessment for the unit “Drama and Comedy”

Learning objectives	6.4.2.1 (6.R2) Understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.5.2.1 (6.W2) Write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics 6.5.5.1 (6.W5) Develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics 6.6.15.1 (6.U15) Use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics
----------------------------	--

Assessment criteria	<ul style="list-style-type: none">• Find particular facts and parts in short simple texts• Write sentences about real and imaginary past events, activities and experiences with support• Write coherent arguments with support• Give examples and reasons to support arguments• Differentiate between the usage of infinitive and gerund forms and infinitive of purpose after common verbs
----------------------------	--

Level of thinking skills	Application Higher order thinking skills
---------------------------------	---

Duration	20 minutes
-----------------	------------

Reading

Task 1. Read about a famous movie ‘Life of Pi’ and do the task below.

Life of Pi

When Pi is 16, his family decides to close the zoo and move to Canada. They sell some of the animals to zoos in North America and the family takes the animals with them on a ship to Canada. On the way, there is a terrible storm and the ship sinks. Pi finds himself in a lifeboat with a hyena, zebra, orang-utan and a tiger. When he sees the animals, Pi is scared and he jumps into the ocean. Then he remembers there are sharks in the ocean and he climbs back into the lifeboat.

Pi and the tiger spend 227 days in the lifeboat. They live through terrible storms and are burnt by the Pacific sun. They are often hungry and ill. Sometimes, Pi is happy and hopeful, but sometimes he feels sad and lonely. Finally, they arrive at the coast of Mexico, but you will have to read the book to find out what happens in the end!

Circle True or False for these sentences.

1. Pi moves to Canada in 16.	True	False
2. Pi is scared when he sees the animals in the lifeboat.	True	False
3. Pi fights with a big shark.	True	False
4. At the end they land in the USA.	True	False

Writing

Task 2. Look at the facts about a famous cartoon ‘Rio 2’. Write 2 paragraphs using the information below.

General Information:

Directed by - Carlos Saldanha

Starring - Anne Hathaway, Jesse Eisenberg

Production company - 20th Century Fox Animation

Music by - John Powell

Release date - March 20, 2014

Running time - 101 minutes

Country - United States

Language - English



Tips for writing:

1. Write one sentence about this cartoon (Use structures as I like (to watch) and I would like (to tell)).
2. Write general facts about the cartoon.
3. Write about actors, music and the country of production.
4. Include information about company production, release date, running time and language.
5. Recommend this cartoon to your friends.

Assessment criteria	Task	Descriptor	Mark
		A learner	
Find particular facts and parts in short simple texts.	1	1. chooses ‘True’;	1
		2. chooses ‘True’;	1
		3. chooses ‘False’;	1
		4. chooses ‘False’;	1
Write sentences about real and imaginary past events, activities and experiences with support. Write coherent arguments with support. Give examples and reasons to support arguments. Differentiate between usage of infinitive and gerund forms and infinitive of purpose after common verbs.	2	writes strong lead sentence using given structure;	1
		provides evidence and/or reasons on topic;	1
		presents ideas clearly;	1
		writes grammatically correct sentences;	1
		includes general information on topic;	1
uses linking words properly.	1		
Total marks			10

Rubrics for providing information to parents on the results of Summative Assessment for the unit "Drama and comedy"

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Find particular facts and parts in short simple texts.	Experiences difficulties in identifying facts and parts while reading. Chooses inappropriate True and False answers. <input type="checkbox"/>	Experiences some difficulties in identifying facts while reading. Makes some mistakes in True and False answers. <input type="checkbox"/>	Confidently identifies facts and parts while reading. Chooses appropriate True and False answers with minor mistakes. <input type="checkbox"/>
Write sentences about real and imaginary past events, activities and experiences with support. Write coherent arguments with support. Give examples and reasons to support arguments. Differentiate between usage of infinitive and gerund forms and infinitive of purpose after common verbs.	Experiences difficulties in writing a 2-paragraph story, in making coherent lead sentence and producing grammatically correct sentences with gerunds and infinitives, in providing evidence and reasons. <input type="checkbox"/>	Experiences some difficulties in writing a 2-paragraph story/ in making coherent sentences / in producing grammatically correct sentences with infinitive and gerund. Makes mistakes in providing general facts about cartoon/ in explaining ideas about actors, music and place/ in expressing opinion about the film. <input type="checkbox"/>	Writes a 2- paragraph story, making coherent sentences and producing grammatically correct sentences with gerund and infinitive. Gives evidence and reasons on topic. Presents ideas clearly. <input type="checkbox"/>

TERM 3
Summative assessment for the unit “Our Health”

Learning objectives 6.2.7.1 (6.L7) Recognise the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics
6.3.5.1 (6.S5) Keep interaction going in longer exchanges on a range of general and curricular topics
6.3.7.1 (6.S7) Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics

Assessment criteria

- Identify the position of speakers in an extended talk with support
- Communicate with others in longer conversation on familiar topics
- Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences

Level of thinking skills Application
Higher order thinking skills

Duration 20 minutes

Listening

Task 1. Listen to the talk twice and circle the correct answer.

Go to this link to listen: <https://listenaminute.com/h/health.html>.

Transcript can be found after the rubrics.

1. When he was a kid he _____.
A) trained a lot
B) never did any exercising
C) was good at sports
2. He was lucky because _____.
A) he was young
B) he got cold
C) he was healthy
3. He thinks when people become older they _____.
A) have better health
B) worry about health
C) need medication
4. In his opinion, a good thing is that _____.
A) he eats healthier food
B) he ate healthy food before
C) he does not care about food
5. Now he sleeps _____.
A) less
B) more
C) better

Speaking

Task 2. *The learners are arranged in pairs.*

It is a two-way conversation. You have 1 minute to prepare and 2 minutes to talk on the topic.

You should:

- Give own opinion (agree/disagree)
- Ask and answer questions (at least two questions)
- Use topical vocabulary
- Explain your answers

The following questions will help you organize the speech:

- What is your favourite sport? Why?
- What types of sport are popular among your friends?
- How do you try to keep fit?
- What do you think are the best tips for a long and healthy life?

Learner's possible answer:

- My favourite sport is football. I like football since my childhood because it is a team work. Going in for sports helps me to be sporty and keep fit. Also in my opinion, it is important to have healthy food and be active. What about you?

Assessment criteria	Task	Descriptor	Mark
		A learner	
Identify the position of speakers in an extended talk with support.	1	1. circles A;	1
		2. circles C;	1
		3. circles B;	1
		4. circles A;	1
		5. circles B;	1
Communicate with others in longer conversation on familiar topics. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.	2	asks grammatically correct questions;	1
		answers 2 questions appropriately;	1
		expresses agreement/disagreement;	1
		uses topic related words accurately;	1
		pronounces words clearly.	1
Total marks			10

Rubrics for providing information to parents on the results of Summative Assessment for the unit “Our Health”

Learner’s name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the position of speakers in an extended talk with support	Experiences difficulties in defining speaker’s attitude and opinion. Completes the task with many errors. <input type="checkbox"/>	Experiences some difficulties in determining speaker’s attitude and opinion although with some inaccuracies. <input type="checkbox"/>	Confidently determines speaker’s attitude and opinion. Completes the task mostly correctly. <input type="checkbox"/>
Communicate with others in longer conversation on familiar topics. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences	Demonstrates difficulties in answering classmates’ questions. Hesitations in choosing appropriate vocabulary to convey ideas, while expressing agreement/disagreement. Presents illogically connected information with unclear pronunciation of words. <input type="checkbox"/>	Participates in discussion though struggles to ask and answer the questions. Presents some connected information, some hesitations in choosing appropriate vocabulary while expressing agreement/disagreement. Makes mistakes in selecting appropriate vocabulary in the course of the discussion. Speaks with clear pronunciation of some words. <input type="checkbox"/>	Participates in discussion actively. Confidently asks and answers the questions. Presents logically connected information while expressing agreement/disagreement. Uses appropriate vocabulary in discussion. Speaks with clear pronunciation most of words. <input type="checkbox"/>

Transcript for listening task.

I never used to worry about my health until recently. When I was a kid, I did lots of exercise. Even in my twenties and thirties I was very fit and never ill. I have been lucky all my life – always in the best of health. I rarely get even a cold. I suppose time catches up with you. Now I seem to be getting lots of little aches and pains. I should go to the doctor for a health check, but I'm too busy. The older you get, the more you worry about your health. One good thing is that I'm eating more healthily now than ever before. I no longer have fast food and midnight snacks. I also sleep a lot more. I've read that getting seven or eight hours sleep every night is one of the best things you can do for your health.

Summative assessment for the unit “Holidays and Travel”

Learning objectives	6.4.5.1 (6.R5) Deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts 6.5.7.1 (6.W7) Use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics 6.5.8.1 (6.W8) Spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.6.10.1 (6.U10) Use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics
Assessment criteria	<ul style="list-style-type: none">• Identify the meaning and details of the reading texts• Write a text adhering to the layout and format of a given genre with some support• Apply correct spelling of most high-frequency vocabulary• Apply present continuous forms with present and future meaning in the context and past continuous forms for background and interrupted past actions
Level of thinking skills	Application Higher order thinking skills
Duration	20 minutes

Reading

Task 1. Read the text below and complete the task.

Summer Holidays

I always enjoy summer. Do you? In summer, I like to relax and forget about school. I don't have to get up early and I can see my friends any time I want.

I like to spend my holidays with my parents. We usually go somewhere with our parents. We love to swim, lie in the sun, but most of all I prefer going camping. We go to different places in Britain and sometimes abroad. In Britain, I like going to Devon, Somerset and Scotland – but my favourite place of all is Yorkshire. It has a lovely countryside and fantastic old buildings. The only problem is the weather!

Last summer, I had two holidays. One was in Somerset, in a little village by the sea, and another was in Naples, in Italy. I went with my mother to Italy – by train! It was unforgettable!

Sam, 12 Britain

Mark the sentences True or False.

Example: Sam finds summer an enjoyable season. True

1. Sam usually has a relaxing timetable in summer. _____
2. Sam prefers not to remember about school during vacation time. _____

3. Sam wants to spend his holiday with his friends than with his parents. _____
4. Lying in the sun is Sam's favourite activity during holiday. _____
5. He dislikes weather in Yorkshire. _____
6. The most exciting experience was a trip to Somerset. _____

Writing

Task 2. Write a postcard to a friend. Include Greeting and closing sentence. Use Present Continuous tense.

The following questions will help you to organize your writing:

- What are you doing at the moment?
- Where are you staying?
- What's the weather like?
- What are you going to do this evening/ tomorrow?

Example: My friends and I are leaving for Canada soon.

Dear

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Assessment criteria	Task	Descriptor	Mark
		A learner	
Identify the meaning and details of the reading texts.	1	1. writes ‘True’;	1
		2. writes ‘True’;	1
		3. writes ‘False’;	1
		4. writes ‘False’;	1
		5. writes ‘True’;	1
		6. writes ‘False’;	1
Write a text adhering to the layout and format of a given genre with some support. Apply correct spelling of most high-frequency vocabulary. Apply present continuous forms with present and future meaning in the context and past continuous forms for background and interrupted past actions.	2	follows the structure of a postcard;	1
		writes greetings and closing sentence;	1
		spells most of the words correctly;	1
		uses present continuous tense in answers;	1
		uses topical vocabulary accurately.	1
Total marks			11

**Rubrics for providing information to parents on the results of Summative Assessment
for the unit "Holidays and Travel"**

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the meaning and details of the reading texts.	Experiences difficulties in identifying the meaning and details in the text. Completes the task mostly incorrect. <input type="checkbox"/>	Experiences some difficulties in finding the meaning and details in the reading text. Makes some mistakes in True and False answers. <input type="checkbox"/>	Correctly finds the meaning and details in the reading text. Completes the task mostly appropriately. <input type="checkbox"/>
Write a text adhering to the layout and format of a given genre with some support. Apply correct spelling of most high-frequency vocabulary. Apply present continuous forms with present and future meaning in the context and past continuous forms for background and interrupted past actions.	Experiences challenges in keeping to the format of a postcard. Answers with limited vocabulary. Misuses tenses and spells the most topical words inaccurately. <input type="checkbox"/>	Makes some inaccuracies in the structure. Answers with a good choice of vocabulary. Uses Present Continuous tense with some mistakes. Spells some topical words incorrectly. <input type="checkbox"/>	Follows the postcard structure with greeting and closing sentence. Demonstrates good use of topical vocabulary. Correctly uses Present Continuous tense and spells most of topical words accurately. <input type="checkbox"/>

TERM 4
Summative assessment for the unit “Our Neighbourhood”

Learning objectives 6.2.5.1 (6.L5) Understand most specific information and detail of supported, extended talk on a range general and curricular topics
6.3.1.1 (6.S1) Provide basic information about themselves and others at discourse level on a range of general topics
6.3.2.1 (6.S2) Ask simple questions to get information about a growing range of general topics

Assessment criteria

- Recognise detailed information in extended conversation with support
- Give basic information about themselves and others in a talk
- Make up simple interrogative sentences to get information about the topic and ask questions

Level of thinking skills Knowledge and comprehension
Application

Duration 20 minutes

Listening

Task 1. Listen to the conversation and fill in the gaps. Use **NO MORE THAN ONE WORD and a NUMBER**.

Go to this link to listen: <http://www.listenaminute.com/h/homes.html>

“Home is where the 0. heart is.” That’s so true. I’ve lived in many different houses during my 1. _____ but not all of them have been home. When you are growing up, home is where your 2. _____ lives. I left home when I was 3. _____ and slowly my childhood home was no longer. Now it’s my parents’ house and not my home. I moved around a lot and only 4. _____ a year or so in most places I lived. They never really felt like home. A home is somewhere you feel totally 5. _____ and want to come home to. The expression “Home Sweet Home” is also true. You have to have nice feelings about it to call it home. Home doesn’t have to be in your home 6. _____. I’ve lived in several countries and have had a home in all of them.

Speaking

Task 2. Work with your partner and tell him/her about the neighbourhood you live in. You have 1 minute to prepare and 2-3 minutes to talk.

The following questions will help you to organise your speaking:

- What do you like about your neighbourhood? Why?
- What are the popular places in your neighbourhood?
- What is the difference between a town and a city?
- What is the difference between *rural* and *urban*? Give examples.
- Do people like to live in rural or urban areas these days? Why?

Assessment criteria	Task	Descriptor	Mark
		A learner	
Recognise detailed information in extended conversation with support.	1	1. writes ‘life’;	1
		2. writes ‘family’;	1
		3. writes ‘18’ or <i>eighteen</i> ;	1
		4. writes ‘spent’;	1
		5. writes ‘relaxed’;	1
		6. writes ‘country’;	1
Give basic information about themselves and others in a talk. Make up simple interrogative sentences to get information about the topic and ask questions.	2	uses appropriate topical vocabulary in a talk;	1
		speaks clearly;	1
		asks grammatically correct questions on topic;	1
		responds to classmates’ questions appropriately.	1
Total marks			10

Rubrics for providing information to parents on the results of Summative Assessment for the unit 'Our Neighbourhood'

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Recognise detailed information in extended conversation with support.	Experiences difficulties in identifying the content of the conversation and details of the talk. Completes the task with detailed information mostly incorrectly. <input type="checkbox"/>	Experiences some difficulties in identifying the content of the conversation and details of the talk. Makes mistakes in answers: 'life'/'family'/'18' or <i>eighteen</i> /'spent'/'relaxed'/'country'. <input type="checkbox"/>	Confidently identifies the content of the conversation and details of the talk. Completes the task mostly correctly. <input type="checkbox"/>
Give basic information about themselves and others in a talk. Make up simple interrogative sentences to get information about the topic and ask questions.	Demonstrates difficulties in conveying ideas, in asking and answering the questions on topic. Uses vocabulary with frequent errors. <input type="checkbox"/>	Conveys ideas with some inaccuracy. Makes mistakes in asking and answering the questions on topic. Uses vocabulary with some errors. <input type="checkbox"/>	Presents logically connected information. Demonstrates fluent speech while giving basic information. Asks and answers the questions most of the time correctly. Uses appropriate topical vocabulary. <input type="checkbox"/>

Transcript for listening task

“Home is where the heart is.” That’s so true. I’ve lived in many different houses during my life but not all of them have been home. When you are growing up, home is where your family lives. I left home when I was 18 and slowly my childhood home was no longer. Now it’s my parents’ house and not my home. I moved around a lot and only spent a year or so in most places I lived. They never really felt like home. A home is somewhere you feel totally relaxed and want to come home to. The expression “Home Sweet Home” is also true. You have to have nice feelings about it to call it home. Home doesn’t have to be in your home country. I’ve lived in several countries and have had a home in all of them.

Summative assessment for the unit “Transport”

Learning objectives 6.4.8.1 (6.R8) Use independently familiar paper and digital reference resources to check meaning and extend understanding
6.5.6.1 (6.W6) Link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics
6.5.9.1 (6.W9) Punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy

Assessment criteria

- Provide meaning of the words using different reference resources and extend vocabulary
- Connect sentences into paragraphs with basic connectors and linking words with minimal support
- Use punctuation marks appropriately in a piece of writing

Level of thinking skills Application

Duration 20 minutes

Reading

Task 1. Read the text and definitions below. Find the proper word in the text and insert it into the table. Look up the words in the dictionary and check the answers.

Learners should use dictionaries or digital on-line tools to check their answers.

<i>Example:</i> A means of conveying such as a track or a bus	Transport
1. Any netlike combination of lines	
2. The extent or amount of space between two things	
3 A person who is travelling in a vehicle but is not driving it	
4. A railroad, especially one operating over short distances	
5. A machine that uses the energy from liquid fuel or steam to produce movement	

The Railways

Many countries have a network of railways to help transport different types of products. The earliest system was in Ancient Greece in 600 BC. Later rail links were built to connect short distances. In the 19th century, this changed very much. Many countries developed their own network. They had private links between different towns with Germany and Britain. Britain had the best links. These links allowed carrying heavy goods such as coal, iron, ore, and wood. Building a railway was a hard work for labourers. Railways are very expensive to construct but important to transport raw materials and such goods as textiles quickly and cheaply.

In the early 19th century, the first passengers travelled on the railways with horse-drawn carriages. From 1840-1850 Britain was connected by railways and used steam engine to pull carriages.

Writing

Task 2. Write a factual or fictitious story about your way to school. You can use the picture below or you can write about your own route to school.

You should:

- Write two paragraphs.
- Use connectors *but, and, or*.
- Use punctuation marks correctly.



Assessment criteria	Task	Descriptor	Mark
		A learner	
Provide meaning of the words using different reference resources and extend vocabulary.	1	1.writes ‘network’;	1
		2.writes ‘distance’;	1
		3.writes ‘railway’;	1
		4. writes ‘passenger’;	1
		5.writes ‘engine’;	1
Connect sentences into paragraphs with basic connectors and linking words with minimal support. Use punctuation marks appropriately in a piece of writing.	2	presents ideas clearly;	1
		uses but, and, or;	1
		uses punctuation marks appropriately;	1
		uses grammatically correct sentences.	1
Total marks			9

Rubrics for providing information to parents on the results of Summative Assessment for the unit "Transport"

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Provide meaning of the words using different reference resources and extend vocabulary.	Makes many mistakes in answers while checking the words in a dictionary. <input type="checkbox"/>	Experiences some difficulties in matching a definition with a proper word. Makes some mistakes in answers while checking the words in a dictionary network/ distance/ railway/ passenger/ engine. <input type="checkbox"/>	Confidently matches a definition with a proper word from the text. Completes the task mostly correctly. <input type="checkbox"/>
Connect sentences into paragraphs with basic connectors and linking words with minimal support. Use punctuation marks appropriately in a piece of writing.	Experiences difficulties in writing paragraphs with appropriate linking words. Puts punctuation marks inaccurately. Makes many errors in using grammatically correct sentences. <input type="checkbox"/>	Writes paragraphs on topic. Makes some mistakes in using punctuation marks. Uses some of connectors and grammar structures inaccurately. <input type="checkbox"/>	Writes coherent paragraphs with proper use of connectors. Confidently applies punctuation marks. Provides grammatically correct sentences. <input type="checkbox"/>

Resources

1. Englishworksheets.com
2. www.k5learning.com
3. www.english-at-home.com
4. Learnenglish.kids.com
5. Linguapress.com
6. <http://www.macmillaninspiration.com/original/resources>
7. www.englishpractice.com
8. Englishforeveryone.org
9. Busyteacher.org
10. <https://listenaminute.com/>
11. elllo.org
12. esl-lab.com
13. google pictures