

**Specification of Summative Assessment for term on the subject “English”
Grade 7**

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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" in Grade 7.

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

Subject Programme for "English" (within the framework of updating the content of secondary education) for Grades 5-9 of basic secondary education.

3. Expected outcomes on the subject "English", Grade 7

Content

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

Listening:

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

Speaking:

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

Reading:

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

Writing:

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

Use of English

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

4. Level of thinking skills on the subject “English”, Grade 7

| Strand | Level of thinking skills | Description | Recommended type of question |
|---------------|---------------------------------|---|--|
| Listening | Knowledge and comprehension | Understand the main ideas of talk on curricular topics; understands details of an argument in a talk within the framework of familiar topics; identify specific information in a talk within the framework of familiar topics; understands narratives on general and curricular topics; recognize speaker's opinion in extended talk; | Questions with multiple choice answers. Questions that require short answer. Questions that require an extended answer. |
| | Higher order thinking skills | deduce the meaning of listening material using context clues; | |
| Speaking | Application | use the formal and informal registers in a talk; use subject specific vocabulary and syntax; | Questions that require short answers. Questions that require an extended answer. |
| | Higher order thinking skills | ask complex questions to obtain specific information; convey the main ideas of a text within the framework of familiar topics logically organizing events; present information within the framework of familiar topics; interact with peers (in a pair, group) to fulfill learning tasks; compare and contrast texts within the framework of familiar topics; express and opinion providing arguments; | |
| Reading | Knowledge and comprehension | identify the main ideas of texts and details in texts of a range of styles and genres within the framework of familiar topics; recognize specific information and detail argument in a text and a range of styles and genres within the framework of familiar topics; identify the attitude and opinion of the author in a text; read fiction and non-fiction texts; | Questions with multiple choice answers. Questions that require short answers. Questions that require an extended answer. |
| | Application | use a range of information sources (reference materials, dictionaries, the Internet); | |
| | Higher order thinking skills | deduce the meaning from context in short texts; | |

| | | | |
|---------|------------------------------|---|---|
| Writing | Application | link and coordinate sentences and paragraphs in a text within the framework of familiar topics; correctly use punctuation in a text within the framework of familiar topics; spell high frequency words accurately; use accurately grammatical structures; | Questions that require short answers. Questions that require an extended answer. |
| | Higher order thinking skills | fill in tables, diagrams, schemes, questionnaires, forms; plan, write, edit and proofread texts within the framework of familiar topics; describe real and/or imagined events of the past, present, and future using the knowledge of topics studied before; create texts of a range of styles and genres using appropriate rules and layout; provide arguments: examples and reasons in a writing paper. | |

5. Administration rules

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

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

Ensure that the learners are working individually and not helping each other. During the Summative Assessment learners should not have any access to additional resources that can help them, for example, dictionaries (excluding the cases when it is allowed in specification).

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

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

In case of finishing Listening section before than 10 minutes, feel free to come to Reading section.

Always tell the learners that they have 15 and 5 minutes left before the end of the Summative Assessment.

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

6. Moderation and marking

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

SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 1
Review of summative assessment for term 1

Duration of the summative assessment– 40 minutes

Listening – 10 minutes

Reading – 10 minutes

Writing – 20 minutes

Speaking task is conducted separately.

Total marks - 24

The structure of the summative assessment

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

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

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

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

Tapescript for listening task can be found in CD3.

The content of the summative assessment for the 1 term should be selected on topics “Hobbies and Leisure” or/and “Communication and Technology”.

Characteristic of tasks for summative assessment for the 1 term

| Unit | Strand | Learning objective | *Total number of questions | *Question № | *Type of question | *Task description | Time | Total marks |
|---|-----------|--|----------------------------|----------------------------|--------------------------------|--|------------|-------------|
| Hobbies and Leisure. Communication and Technology. | Listening | 7.L2 Understand with little support most specific information in extended talk on a limited range of general and curricular topics. | 6 | 1 2 3 4 5 6 | Gap filling. | Each learner works individually. The task enables learners to elicit specific information in extended talk. Learners listen to the recording twice on topic 'Hobbies and Leisure', having chance to look through the questions before the recording starts (1-2 min to read the questions before the recording starts). The task consists of 6 questions. Learners complete the gaps with no more than three words while listening. | 10 minutes | 6 |
| | Reading | 7.R1 Understand the main points in texts on a limited range of unfamiliar general and curricular topics. 7.R3 Understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts. | 6 | 1 2 3 4 5 6 | Multiple choice. Open ended | Each learner works individually. The task enables learners to understand general information from the text and elicit details. Learners read the text on topic 'Communication and Technology' and answer the questions. This task consists of 6 questions with one possible answer. In question 1-3 learners choose the right answer. In questions 4-6 learners give short answers. | 10 minutes | 6 |

| Unit | Strand | Learning objective | *Total number of questions | *Question № | *Type of question | *Task description | Time | Total marks |
|--|----------|---|----------------------------|-------------|-------------------|--|--------------------------------|-------------|
| | Writing | 7.W3 Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics. 7.W8 Spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics. | 1 | 1 | Open ended | Each learner works individually. Learner should write on topics 'Hobbies and Leisure' or 'Communication and Technology'. They should follow the structure and answer in full sentences. Learners should write with grammatical accuracy using a variety of topic related vocabulary. | 20 minutes | 6 |
| | Speaking | 7.S3 Give an opinion at discourse level on a growing range of general and curricular topics. 7.S5 Keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks. 7.S1 Use formal and informal registers in their talk on a limited range of general and curricular topics. | 1 | 1 | Open ended | Learners pair up and have a two-way conversation on topics: 'Hobbies and Leisure', 'Communication and Technology'. They have 1 minute to prepare and 2 minutes to talk on the topic. Learners are provided with some visual aids (pictures) and questions for a discussion. They provide own points of view on topics, explaining and justifying their positions and answers. Teacher can ask additional questions to support learners if necessary. | Each pair talks for 2 minutes. | 6 |
| TOTAL: | | | | | | | 40 minutes | 24 |
| Note: * - sections that can be changed | | | | | | | | |

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

Listening

Task. Listen to the interview with Mike and Kim Black and write NO MORE THAN THREE missing words. You will listen to the recording twice. *CD3. Tapescript 1.*

Example: Mike and Kim Black are from the British band 'Bad Day'.

1. Mike and Kim live in the flat _____ of London. [1]
2. Mike likes London but he thinks it is _____. [1]
3. They listen to a lot of _____ music. [1]
4. Mike and Kim like to _____ in their free time. [1]
5. They watch TV a lot but they do not go to the _____. [1]
6. Kim's brother is in the band _____. [1]

Total [6]

Reading

Task. Read the article about mobile phones and do the tasks.

Mobile Fever

Why are we so addicted to mobile phones? There are now over forty million people in Britain with mobiles and if the present trend continues, every man, woman and child in Britain will soon have one – or two, or three!

They can be expensive and are possibly bad for us. You can spend a lot of money if you use your mobile a lot. According to some scientists, if we go on using mobiles, we'll cook our brains. Some people even say that radiation from mobiles causes cancer.

Teenagers are among the biggest users of mobiles, and 'texting' is creating a new language full of abbreviations such as 'How RU?' in Japan. Surveys show teenagers are reading less and mobile use is affecting the marks of secondary school learners. A big problem in Britain is crime. Last year half a million British teenagers were victims of mobile phone theft.

As technology improves, mobiles can do more and more. If you have one of the new multimedia mobiles, you can log on the net, pay for things, play games, interact with TV programs and take photos to send to your friends.

Read the text again and answer the questions.

Example: Is this text about addiction to mobile phones?

- A) No, it is not
- B) Yes, it is
- C) No information
- D) Neither A nor B

1. How many British people are addicted to mobile phones?

- A) 60 million
- B) 40 million
- C) 5 million
- D) 2million

[1]

ЖОБА

2. Mobiles can be the reason of...

- A) toothache
- B) stomachache
- C) cancer
- D) headache

[1]

3. ... are among the biggest users of mobiles.

- A) Middle age people
- B) Old people
- C) Young people
- D) Adult people

[1]

Read the text and give a short answer.

4. Is radiation one of causes of cancer? _____

[1]

5. Is 'texting' creating a new type of communication? _____

[1]

6. Does a mobile phone improve the marks of the learners? _____

[1]

Total [6]

Writing

Task . Choose one of the topics below. Answer all the questions with appropriate details. Follow the questions, use topical vocabulary and pay attention to the grammar.

Topic 1. About Sam's hobby



Sam, 19 years old, a programmer, has got a family.

Give some information about Sam. What is his favourite hobby?

Example: Sam is nineteen years old.

What is he going to plant?

What should a person do to make his garden look nice?

Does he enjoy his hobby? Why?

Do you like gardening? Why? Why not?

Topic 2. About John's computer games addiction



John, 28 years old, a manager, has not got a family
Give some information about John. Do you think he is a computer games addict?

Example: John is 28 years old and works as a manager.

What is he doing now?

What should a person do to be good at playing computer games?

What do you think does he enjoy playing computer games? Why?

Does this activity help John work well as a manager?

Do you like playing computer games? Why? Why not?

Total [6]

Speaking

Task . Work in pairs. Choose one of the cards and make a dialogue with a partner. You have 1 minute to prepare and 2 minutes to talk.

Card 1

Discuss with your partner the topic 'Hobbies and Leisure'. The following questions will help you to organize your talk:

- 1) What hobbies do you have?
- 2) What do you enjoy the most?
- 3) When did you start your hobby?
- 4) What do you usually do after school?
- 5) What hobby you cannot live without?

Card 2

Discuss with your partner the topic 'Hobbies and Leisure'. The following questions will help you to organize your talk:

- 1) What is your hobby?
- 2) Tell about your friend's interests and hobbies.
- 3) Do you have any common interests (hobbies)?
- 4) Do you spend much time chatting with your friend(s)?
- 5) What is the most popular hobby now?

Card 3

Discuss with your partner the topic 'Hobbies and Leisure'. The following questions will help you to organize your talk:

- 1) What do you usually do in your free time?
- 2) What is your favourite free time activity?
- 3) Do you spend your leisure time with your friends?
- 4) How do you spend your leisure time with your friends?

5) Do you often go out?

Card 4

Discuss with your partner the topic 'Hobbies and Leisure'. The following questions will help you to organize your talk:

- 1) What is your hobby?
- 2) Why you think your hobby is interesting?
- 3) When do you usually enjoy your hobby?
- 4) Do you think that every person should have a hobby?
- 5) What is the most popular hobby now?

Card 5

Discuss with your partner the topic 'Communication and Technology'. The following questions will help you to organize your talk:

- 1) How much television do you watch per day/week?
- 2) What time of a day do you usually watch TV?
- 3) Who do you normally watch TV with?
- 4) What kind of TV programmes do you like the most?
- 5) Do you have a favourite TV programme at the moment?

Card 6

Discuss with your partner the topic 'Communication and Technology'. The following questions will help you to organize your talk:

- 1) Which modern electronic devices are popular now?
- 2) Do you have any electronic device?
- 3) What do you mainly use your electronic device for?
- 4) Do you spend much time chatting with your friend(s)?
- 5) Do you think electronic devices help you study?

Card 7

Discuss with your partner the topic 'Communication and Technology'. The following questions will help you to organize your talk:

- 1) How many text messages do you send per day?
- 2) Do you like Facebook /Vkontakte /Instagramm?
- 3) What do you use your mobile for?
- 4) What app do you like now?
- 5) Where do you upload photos (Facebook, email, etc.)?

Card 8

Discuss with your partner the topic 'Communication and Technology'. The following questions will help you to organize your talk:

- 1) Do you often use Internet?
- 2) What information do you usually search on the Internet?
- 3) How often do you communicate with people on the Internet?
- 4) Do you think it is comfortable to work on the Internet?
- 5) Can you believe everything that is posted on the Internet?

**Total [6]
Total marks_ /24**

Mark scheme
Listening and Reading

| № | Answer | Mark | Additional information |
|--------------|---------------------|-------------|-------------------------------|
| 1 | in the centre | 1 | center |
| 2 | very expensive | 1 | expensive |
| 3 | rock | 1 | |
| 4 | go out | 1 | |
| 5 | cinema | 1 | |
| 6 | called 'No Problem' | 1 | 'No Problem' |
| 1 | B | 1 | |
| 2 | C | 1 | |
| 3 | C | 1 | |
| 4 | Yes, it is | 1 | |
| 5 | Yes, it is | 1 | |
| 6 | No, it does not | 1 | |
| Total | | 12 | |

Mark scheme
Writing and Speaking

CRITERIA FOR MARKING WRITING

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

| Mark / Criterion | Content (relevance and development of ideas) | Organization (cohesion, paragraphing and format) | Vocabulary (style and accuracy) | Grammar (style and accuracy) and Punctuation (accuracy) |
|-------------------------|---|--|---|---|
| 6 | <ul style="list-style-type: none"> • All content is relevant to the task. • The register completely corresponds to the requirements of the task; consistent and intentional misuse of register* may indicate a writer's personal style. • All content points are fully addressed and developed in a balanced way. <p>*Such misuse of register should not harm the format of writing.</p> | <ul style="list-style-type: none"> • Uses a range of basic connectors correctly and attempts to use referencing, but not always clearly or appropriately. • Uses paragraphs to separate ideas; all paragraphs revolve around one idea or a set of like ideas; the size of each paragraph allows for a proper and balanced development of ideas. • The format is appropriate, but may be modified for a better reading experience. | <ul style="list-style-type: none"> • Uses a range of everyday vocabulary appropriately; attempts to use less common lexical items with occasional inappropriacies. • Has good control of word formation; may make occasional errors in producing less common word forms. • Spells common vocabulary items correctly; very few (one or two) occasional spelling mistakes may be present. • May occasionally misspell less common lexical items. • Errors in word choice and/or spelling do not distort meaning. | <ul style="list-style-type: none"> • Writes simple and compound sentence forms correctly and demonstrates some variety in length. • May attempt some complex sentences, but they tend to be less accurate, including punctuation. • Errors in grammar and/or punctuation do not distort meaning. |
| 5 | <ul style="list-style-type: none"> • All content is relevant to the task; insignificant content omissions may be present. | <ul style="list-style-type: none"> • Uses a range of basic connectors correctly. • Uses paragraphs to separate | <ul style="list-style-type: none"> • Uses a range of everyday vocabulary appropriately; attempts to use less common | <ul style="list-style-type: none"> • Writes simple and compound sentence forms correctly, but does not demonstrate variety |

| | | | | |
|---|--|---|--|--|
| | <ul style="list-style-type: none"> • The register on the whole corresponds to the requirements of the task; occasional and inconsistent misuse of register may be present. • Most content points are addressed, but their development may be slightly imbalanced. | <p>ideas; most paragraphs revolve around one idea or a set of like ideas; the size of each paragraph may reflect imbalanced development of ideas.</p> <ul style="list-style-type: none"> • The format is appropriate. | <p>lexical items, but may make frequent errors.</p> <ul style="list-style-type: none"> • Has good control of word formation; may make errors in producing less common word forms. • Spells common vocabulary items correctly; few (no more than five) occasional spelling mistakes may be present. • May often misspell less common lexical items. • Errors in word choice and/or spelling do not distort meaning. | <p>in length.</p> <ul style="list-style-type: none"> • Occasional errors in grammar and/or punctuation do not distort meaning. |
| 4 | <ul style="list-style-type: none"> • Most content is relevant to the task; insignificant content omissions may be present. • The register on the whole corresponds to the requirements of the task. • Most content points are addressed, but some content points may be more fully covered than others. | <ul style="list-style-type: none"> • Uses some basic connectors, but these may be inaccurate or repetitive. • Uses paragraphs to separate ideas, but tends to misuse paragraphing (a script is a set of very short paragraphs or some paragraphs may be much longer than other ones for no apparent reason). • The format is generally appropriate. | <ul style="list-style-type: none"> • Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexical items. • Has good control of word formation; can produce common word forms correctly. • May make infrequent errors in spelling more difficult words. • Errors in word choice and/or spelling rarely distort meaning. | <ul style="list-style-type: none"> • Writes simple and some compound sentence forms correctly. • While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted. |
| 3 | <ul style="list-style-type: none"> • Some content is relevant to the task; significant content omissions may be present. • The register barely | <ul style="list-style-type: none"> • Uses a very limited range of basic cohesive devices correctly. • Writes in paragraphs, but may | <ul style="list-style-type: none"> • Uses basic vocabulary reasonably appropriately. • Has some control of word formation; can produce some | <ul style="list-style-type: none"> • Writes simple sentence forms mostly correctly. • Errors in grammar and/or punctuation may distort |

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

| | |
|--|--|
| | <ul style="list-style-type: none"> • There is too little language to assess. OR <ul style="list-style-type: none"> • Content is completely incomprehensible due to extremely poor handwriting: very few words are distinguishable, so there is a lack of context to verify meaning. |
|--|--|

CRITERIA FOR MARKING SPEAKING

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

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

| | | |
|----------|--|---|
| | partial success will be achieved. • Pronunciation is mostly intelligible. • May not follow English intonation patterns at times. | |
| 3 | • Responses tend to be brief and are characterized by frequent hesitation. • Has to be encouraged to go beyond short responses and struggles to develop a conversation. • There is a lack of intelligibility of pronunciation, but it is unlikely to impede communication. • May not follow English intonation patterns frequently. | • Produces basic sentence forms and some correct simple sentences. • Uses a limited range of appropriate vocabulary to talk about a limited range of general topics. • Errors are frequent and may lead to misunderstanding. |
| 2 | • Responses are so brief that little is communicated. • Barely engages in a conversation. • Pronunciation may cause some communication difficulty. • Does not follow English intonation patterns. | • Attempts basic sentence forms, but with limited success. OR • Heavily relies on apparently memorized utterances. • Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics. • Makes numerous errors except in memorized expressions. |
| 1 | • No communication possible. • Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener. | • Cannot produce basic sentence forms. • Can only produce isolated words and phrases or memorized utterances. |
| 0 | • No attempt at the response. OR • No rateable language. | |

*Speech deficiencies should not be considered as affecting intelligibility.

SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 2

Review of summative assessment for term 2

Duration of summative assessment – 40 minutes

Listening – 10 minutes

Reading – 10 minutes

Writing – 20 minutes

Speaking task is conducted separately.

Total marks- 24

The structure of the summative assessment

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

Matching tasks require learners to match two sets of items according to the instructions for the task.

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

Tapescript for listening task can be found in CD3.

The content of the summative assessment for the 2 term should be selected on topics “Holidays and Travel” or/and “Space and Earth”.

Characteristic of tasks for summative assessment for the 2 term

| Unit | Strand | Learning objective | *Total number of questions | *Question № | *Type of question | *Task description | Time | Total marks |
|--|-----------|---|----------------------------|----------------------------|------------------------|---|------------|-------------|
| Holidays and Travel. Space and Earth. | Listening | 7.L3 Understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics. 7.L6 Deduce meaning from context with little support in extended talk on a limited range of general and curricular topics. | 6 | 1 2 3 4 5 6 | Matching Open ended | Each learner works individually. This task enables learners to identify the detail of an argument and deduce the meaning from the recording. Learners listen to the recording twice on topic 'Holidays and Travel', having a chance to look through the questions before the recording starts (1-2 min to read the questions before the recording starts). The task consists of two types of questions: questions 1-5 are matching exercise; question 6 requires a short answer. | 10 minutes | 6 |
| | Reading | 7.R3 Understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts. 7.R5 Deduce meaning from context in short texts on a growing range of familiar general and curricular topics | 6 | 1 2 3 4 5 6 | Open ended | Each learner works individually. The task enables learners to elicit details and deduce the meaning of the words from the context. Learners read the text and write short answers for the first part. The second part requires understanding the definition and deducing the word from the text. This task consists of 6 questions. Questions 1-4 require answers in three words or a number. In questions, 5-6 learners should find the words from the text according to given definition. | 10 minutes | 6 |
| | Writing | 7.W2 Write with minimal support about real and imaginary past events, activities and experiences on a growing | 1 | 1 | Open ended | Each learner works individually. The task enables learners to write about real and imaginary past events | 20 minutes | 6 |

| Unit | Strand | Learning objective | *Total number of questions | *Question № | *Type of question | *Task description | Time | Total marks |
|---------------|----------|---|----------------------------|-------------|-------------------|---|----------------------------------|-------------|
| | | range of familiar general topics and some curricular topics. 7.U9 Use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics | | | | grammatically accurately and spell the words accurately. Learners should continue the given story on the topics 'Holidays and Travel', 'Space and Earth', using imagination, creativity and experiences. They should give full answers to the questions. | | |
| | Speaking | 7.S4 Respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics. 7.S7 Use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics. | 1 | 1 | Open ended | Learners work in pairs. They describe interesting place to visit for holidays. Learners take turns in asking and answering the questions. They use visual and written prompts for a discussion, explaining and justifying own viewpoints. They have 1 minute to prepare and 2-3 minutes to talk on the topic. The questions based on the topics 'Holidays and Travel', 'Space and Earth'. | Each pair talks for 2-3 minutes. | 6 |
| TOTAL: | | | | | | | 40 minutes | 24 |

Note: * - sections that can be changed

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

Listening

Task. Do the matching exercise 1 – 5 while you listen to the recording. Complete the table with the correct place from the box above.

Write the correct answer to the questions 6. *CD3. Tapescript2.*

Example: What time does the train arrive at Exeter? 6.30 p.m./18.30

| Oxford | Manchester | London | Cambridge | Exeter |
|--------|------------|--------|-----------|--------|
|--------|------------|--------|-----------|--------|

| | |
|---|-----|
| 1. <u>Listening A</u> The speaker wants to go to | [1] |
| 2. <u>Listening B</u> The speaker wants to go to | [1] |
| 3. <u>Listening C</u> The speaker wants to go to | [1] |
| 4. <u>Listening D</u> The train is going to | [1] |
| 5. <u>Listening E</u> The passengers want to go to | [1] |

6. Listening E

What time is the train back to London? _____ [1]

Total [6]

Reading

Task. Read the article.

Holidays in Space

The World Tourism Organization says that space will soon be a popular place to go on holiday – possibly by 2020. One Japanese company is getting ready. They are planning a space holiday centre. It will look like a bicycle wheel and have a hotel for 100 people and a theme park. It will travel round the Earth at a height of 300 km. The company hopes the centre will be ready in 2017. The company chairman says that flying to the centre will probably be quicker than flying from Hong Kong to Singapore. When they are on board of the centre, the tourists will take short trips to the Moon or go for walks in space.

An American hotel group is also thinking of building a hotel, called the Lunar Hotel. This will be on the Moon. Most of the hotel will be under the ground so it won't become too hot or too cold. The rooms will look just like they do on Earth. The guests will eat normal food for lunch. The cooks will just push a button to mix dried food with water to become an instant meal!

Part 1. Read the article again and give answers to the questions. Write no more than THREE WORDS or A NUMBER.

Example: When will space be a popular place for holiday?

In 2020

1. How many people will be able to stay at the hotel? _____ [1]
2. When will the centre be ready? _____ [1]
3. Where will tourists be able to travel while they are at the center? _____ [1]
4. Where will most of the hotel on the moon be? _____ [1]

Part 2. Read definition of the word from the text. Write it in the given place.

5. a 2-wheeled vehicle that a person rides by pushing on foot pedals

_____ [1]

6. the large round object that circles the Earth and that shines at night by reflecting light from the sun

_____ [1]

Total [6]

Writing

Task. Choose one of the topics below.

Topic 1. Read the beginning of the story and create your continuation.

Last month I travelled to Italy. When I came to Italy I realized that I had some problems
.....

You may use this plan for the answer:

What were the problems?

How did you solve them?

Describe the end

Topic 2. Read the beginning of the story and create your continuation.

Kyle and Steve were on board of the spaceship, the destination of which was Mars. Suddenly Kyle looked out of the window and noticed something big with lots of flashing lights coming towards their ship. The ship's radio began to make noise and everybody was waiting for something to happen. Then a little window at the end of the ship opened and a small green creature appeared as if it was waiting outside. "An alien!" – Kyle shouted but people didn't hear him...

You may use this plan for the answer:

What happened next? _____

What did Kyle decide to do? _____

Describe the end _____

Total [6]

Speaking

Task. You have to work in pairs. Choose one card and discuss the questions. You have one minute to prepare and 2-3 minutes to talk.

Card 1.

You may use the questions:

1. What are the most interesting places in Astana?
2. Why do people enjoy visiting these places?
3. What is the most exciting place to visit?
4. How does it look like?
5. Why are these places popular among visitors?
6. Would you like to visit Astana again?



Baiterek



Center of Peace and Accord



Khan Shatyr



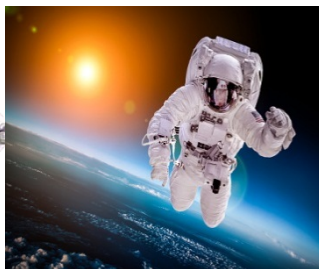
Duman, Oceanarium

Card 2.

ЖОБА

You may use the questions:

1. Would you like to be an astronaut?
2. Have you ever wanted to be an astronaut?
3. Would you like to go to the Moon or travel into space?
4. What kinds of people become astronauts?
5. How important is the job of an astronaut?
6. What planet would you like to travel?



Total [6]
Total marks _/24

Mark scheme
Listening and Reading

| № | Answer | Mark | Additional information |
|--------------|-------------------|-------------|-------------------------------|
| 1 | Cambridge | 1 | |
| 2 | Manchester | 1 | |
| 3 | Oxford | 1 | |
| 4 | Exeter | 1 | |
| 5 | London | 1 | |
| 6 | 4.20 p.m. | 1 | 16.20 |
| 1 | 100 (one hundred) | 1 | |
| 2 | 2017 | 1 | |
| 3 | To the Moon | 1 | |
| 4 | Under the ground | 1 | |
| 5 | bicycle | 1 | |
| 6 | Moon | 1 | |
| Total | | 12 | |

Mark scheme
Writing and Speaking

CRITERIA FOR MARKING WRITING

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

| Mark / Criterion | Content (relevance and development of ideas) | Organization (cohesion, paragraphing and format) | Vocabulary (style and accuracy) | Grammar (style and accuracy) and Punctuation (accuracy) |
|-------------------------|---|--|---|---|
| 6 | <ul style="list-style-type: none"> • All content is relevant to the task. • The register completely corresponds to the requirements of the task; consistent and intentional misuse of register* may indicate a writer's personal style. • All content points are fully addressed and developed in a balanced way. <p>*Such misuse of register should not harm the format of writing.</p> | <ul style="list-style-type: none"> • Uses a range of basic connectors correctly and attempts to use referencing, but not always clearly or appropriately. • Uses paragraphs to separate ideas; all paragraphs revolve around one idea or a set of like ideas; the size of each paragraph allows for a proper and balanced development of ideas. • The format is appropriate, but may be modified for a better reading experience. | <ul style="list-style-type: none"> • Uses a range of everyday vocabulary appropriately; attempts to use less common lexical items with occasional inappropriacies. • Has good control of word formation; may make occasional errors in producing less common word forms. • Spells common vocabulary items correctly; very few (one or two) occasional spelling mistakes may be present. • May occasionally misspell less common lexical items. • Errors in word choice and/or spelling do not distort meaning. | <ul style="list-style-type: none"> • Writes simple and compound sentence forms correctly and demonstrates some variety in length. • May attempt some complex sentences, but they tend to be less accurate, including punctuation. • Errors in grammar and/or punctuation do not distort meaning. |
| 5 | <ul style="list-style-type: none"> • All content is relevant to the task; insignificant content omissions may be present. | <ul style="list-style-type: none"> • Uses a range of basic connectors correctly. • Uses paragraphs to separate | <ul style="list-style-type: none"> • Uses a range of everyday vocabulary appropriately; attempts to use less common | <ul style="list-style-type: none"> • Writes simple and compound sentence forms correctly, but does not demonstrate variety |

| | | | | |
|---|--|---|--|--|
| | <ul style="list-style-type: none"> • The register on the whole corresponds to the requirements of the task; occasional and inconsistent misuse of register may be present. • Most content points are addressed, but their development may be slightly imbalanced. | <p>ideas; most paragraphs revolve around one idea or a set of like ideas; the size of each paragraph may reflect imbalanced development of ideas.</p> <ul style="list-style-type: none"> • The format is appropriate. | <p>lexical items, but may make frequent errors.</p> <ul style="list-style-type: none"> • Has good control of word formation; may make errors in producing less common word forms. • Spells common vocabulary items correctly; few (no more than five) occasional spelling mistakes may be present. • May often misspell less common lexical items. • Errors in word choice and/or spelling do not distort meaning. | <p>in length.</p> <ul style="list-style-type: none"> • Occasional errors in grammar and/or punctuation do not distort meaning. |
| 4 | <ul style="list-style-type: none"> • Most content is relevant to the task; insignificant content omissions may be present. • The register on the whole corresponds to the requirements of the task. • Most content points are addressed, but some content points may be more fully covered than others. | <ul style="list-style-type: none"> • Uses some basic connectors, but these may be inaccurate or repetitive. • Uses paragraphs to separate ideas, but tends to misuse paragraphing (a script is a set of very short paragraphs or some paragraphs may be much longer than other ones for no apparent reason). • The format is generally appropriate. | <ul style="list-style-type: none"> • Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexical items. • Has good control of word formation; can produce common word forms correctly. • May make infrequent errors in spelling more difficult words. • Errors in word choice and/or spelling rarely distort meaning. | <ul style="list-style-type: none"> • Writes simple and some compound sentence forms correctly. • While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted. |
| 3 | <ul style="list-style-type: none"> • Some content is relevant to the task; significant content omissions may be present. • The register barely | <ul style="list-style-type: none"> • Uses a very limited range of basic cohesive devices correctly. • Writes in paragraphs, but may | <ul style="list-style-type: none"> • Uses basic vocabulary reasonably appropriately. • Has some control of word formation; can produce some | <ul style="list-style-type: none"> • Writes simple sentence forms mostly correctly. • Errors in grammar and/or punctuation may distort |

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

| | |
|--|--|
| | <ul style="list-style-type: none"> • There is too little language to assess. OR <ul style="list-style-type: none"> • Content is completely incomprehensible due to extremely poor handwriting: very few words are distinguishable, so there is a lack of context to verify meaning. |
|--|--|

CRITERIA FOR MARKING SPEAKING

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

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

| | | |
|----------|--|---|
| | partial success will be achieved. • Pronunciation is mostly intelligible. • May not follow English intonation patterns at times. | |
| 3 | • Responses tend to be brief and are characterized by frequent hesitation. • Has to be encouraged to go beyond short responses and struggles to develop a conversation. • There is a lack of intelligibility of pronunciation, but it is unlikely to impede communication. • May not follow English intonation patterns frequently. | • Produces basic sentence forms and some correct simple sentences. • Uses a limited range of appropriate vocabulary to talk about a limited range of general topics. • Errors are frequent and may lead to misunderstanding. |
| 2 | • Responses are so brief that little is communicated. • Barely engages in a conversation. • Pronunciation may cause some communication difficulty. • Does not follow English intonation patterns. | • Attempts basic sentence forms, but with limited success. OR • Heavily relies on apparently memorized utterances. • Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics. • Makes numerous errors except in memorized expressions. |
| 1 | • No communication possible. • Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener. | • Cannot produce basic sentence forms. • Can only produce isolated words and phrases or memorized utterances. |
| 0 | • No attempt at the response. OR • No rateable language. | |

*Speech deficiencies should not be considered as affecting intelligibility.

SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 3
Review of summative assessment for term 3

Duration of the summative assessment – 40 minutes

Listening – 10 minutes

Reading – 10 minutes

Writing – 20 minutes

Speaking task is conducted separately.

Total marks- 24

The structure of the summative assessment

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

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

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

Yes\No\Not Given tasks require learners to identify whether the statements agrees with the writer (Yes), whether the statement contradicts the writer (Not), whether the information is not found in the passage (Not Given).

The content of the summative assessment for the 3 term should be selected on topics “Reading for pleasure” or/and “Entertainment and Media” or/and “Natural Disasters”.

Characteristic of tasks for summative assessment for the 3 term

| Unit | Strand | Learning objective | *Total number of questions | *Question № | *Type of question | *Task description | Time | Total marks |
|---|-----------|--|----------------------------|----------------------------|-------------------------------------|---|------------|-------------|
| Reading for pleasure Entertainment and Media. Natural Disasters | Listening | 7.L4 Understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics. 7.L8 Understand supported narratives on a wide range of general and curricular topics. | 6 | 1 2 3 4 5 6 | Open ended | Each learner works individually. Learners listen to the recording twice on topics 'Entertainment and Media' having chance to look through the questions before the recording start. The task consists of 6 special questions. Questions require answers in three words or a number. | 10 minutes | 6 |
| | Reading | 7.R6 Recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics. 7.R9 Recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects. | 6 | 1 2 | Multiple choice Yes\NO\Not Given | Each learner works individually. Learners read the text about 'Hurricanes' and complete the task. The task consists of 2 parts: 1 part is to choose the correct answer from four alternatives A,B,C or D. | 10 minutes | 2 |
| | | | | 3 4 5 6 | | 2 part is to find inconsistencies in statements and mark them Yes, No, Not Given. | | 4 |

| Unit | Strand | Learning objective | *Total number of questions | *Question № | *Type of question | *Task description | Time | Total marks |
|--------------------------------------|----------|---|----------------------------|-------------|-------------------|---|-----------------------------------|-------------|
| | Writing | 7.W1 Plan, write, edit and proofread work at text level with some support on a range of general and curricular topics. 7.W6 Link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics. | 1 | 1 | Open ended | Each learner works individually. Learners plan and write a film review based on one of the given four options, linking sentences into coherent paragraph. | 20 minutes | 6 |
| | Speaking | 7.S4 Respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics. 7.S8 Recount some extended stories and events on a growing range of general and curricular topics | 1 | 1 | Open ended | Learners work in pairs. They will be given a card with a short story. The task is to retell it. Learners have 1 minute to prepare the talk and 1-2 minutes to speak on it. Classmates prepare the questions to ask about the story. The content of the recording is focused on the topics 'Entertainment and Media', 'Natural disasters'. | Each learner talk for 1-2 minutes | 6 |
| TOTAL: | | | | | | | 40 minutes | 24 |
| Note: *-sections that can be changed | | | | | | | | |

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

Listening

Task. Listen to the recording twice and answer the questions. Write NO MORE THAN THREE WORDS or A NUMBER. *CD3. Tapescript 3. OR*

Go to this link to listen information. <http://www.autoenglish.org/listening/JK.htm>

Example: 0. Was she happy in her marriage? No, she was not.

1. What did J.K. Rowling study at university?
 _____ [1]
2. What was her life when she was married?
 _____ [1]
3. What town did J.K. Rowling prepare the first Harry Potter book?
 _____ [1]
4. How many publishers did she offer her book to?
 _____ [1]
5. What was the name of the publisher's daughter?
 _____ [1]
6. How many books were written later?
 _____ [1]

Total [6]

Reading

Task. Read the text carefully and answer the questions.

Hurricanes

Have you ever been to a hurricane? Hurricanes are serious weather storms. They can do a lot of damage. But what is a hurricane? Another name for a hurricane is a tropical cyclone. A hurricane consists of thunderstorms, torrential rains, and waves with winds up to 75 mph or higher. A hurricane is a tropical storm that starts out in the ocean and gathers speed and strength as it travels.

When the winds inside these storms reach 39 mph, they are given names. An international committee developed the list of names. Hurricanes alternate back and forth between male and female names. Giving the hurricanes names makes it easier for meteorologists to identify and track certain storms. This makes it easier to announce hurricane warnings, as well.

The best place to be during a hurricane is indoors and away from windows and doors. If the hurricane is very bad, you will probably be asked to evacuate and move to safer ground. It is important to keep a bag ready that contains fresh water, long-lasting food, first aid kit, flashlight, rain gear, and other items that would be useful if you had to leave your home for a few days.

Part 1. Choose the correct answer.

Example: 0. According to the author the waves to form a hurricane should be..

- A) less than 75 mph
- B) less than 39 mph
- C) up to 75 mph or higher
- D) up to 39 mph

1. According to the author how fast does a tropical storm need to be moving in order to receive a name?
 A) 25 mph
 B) Over 39 mph
 C) 100 mph
 D) Over 76 mph

[1]

2. Where does the author write this information to the question above?
 A) Second paragraph
 B) Third paragraph
 C) First paragraph
 D) None of the above

[1]

Part 2. Find some inconsistencies in the statements. Mark these sentences Yes, No, Not Given.

3. Fishermen all over the world know when hurricanes start. _____ [1]
4. Hurricanes usually start in the steppe. _____ [1]
5. The best place to hide from hurricane is indoors. _____ [1]
6. Humans' names are not given to the hurricanes. _____ [1]

Total [6]

WRITING

Task. Look at the films below. Choose one of them to write a review about. Use linking words and connectors in sentences to make some coherent paragraphs. You can use prompts for your answer.

| | | |
|-------------------------|---|---|
| The Avengers |  | <i>The Avengers</i> is a 2012 American superhero film based on the Marvel Comics superhero team of the same name, produced by Marvel Studios |
| The Lion King |  | <i>The Lion King</i> is a 1994 American animated epic musical film produced by Walt Disney Feature Animation and released by Walt Disney Pictures. |
| The Ice Age |  | <i>Ice Age</i> is a 2002 American computer-animated comedy adventure film directed by Chris Wedge from a story by Michael J. Wilson. |
| The Hunger Games |  | <i>The Hunger Games</i> is a series of three adventure novels written by the American author Suzanne Collins . The series is set in The Hunger Games universe , and follows young characters Katniss Everdeen and Peeta Mellark . |

ЖОБА

Write the name, actors, genre

Write about acting, music, colour/animation, special effects

Write why you like this film or do not like

Write the reason why you recommend the film or not

Total [6]

SPEAKING

Task. You will be given a card which asks you to retell a short story about a particular situation. You should include your ideas while telling it. You will be given 1 minute to prepare your talk and then 1-2 minutes to speak. Your classmates prepare the questions to ask you on the topic.

Learners take turns in retelling the stories from the cards.

Card 1

Romanian Avalanche

In 2003, a British politics student named Ken Jones took a holiday from his studies and traveled to Romania, where he wanted to scale Moldoveanu Peak. He almost made it to the summit when the earth shook and a pair of avalanches dumped tons of snow on top of him, trapping him helpless on the mountain. He managed to walk ten miles through the freezing cold over the next three days to a remote Transylvanian village, where a local doctor saved his leg and his life.



Card 2**Indonesian Tsunami**

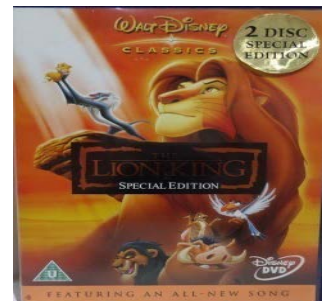
The massive tsunami that was in Indonesia on the day after Christmas in 2004 still stands as one of the most devastating natural disasters in recorded history. In all of the chaos as waves up to 100 feet high covered the Indian Ocean coastline, some interesting stories came to light. One story was about a small boy named Martunis, who was washed away while playing soccer in Indonesia and spent the next 18 days floating in the ocean. He was finally rescued and taken to a hospital.

**Card 3****Frankenstein**

Radical scientist Victor Frankenstein and his equally brilliant protegee Igor Strausman share a noble vision of aiding humanity through their groundbreaking research into immortality. But Victor's experiments go too far, and his obsession has horrifying consequences. Only Igor can bring his friend back from the brink of madness and save him from his monstrous creation.

Card 4**Lion King**

A young lion prince is born in Africa, thus making his uncle Scar the second in line to the throne. Scar plots with the hyenas to kill King Mufasa and Prince Simba, thus making himself King. The King is killed and Simba is led to believe by Scar that it was his fault, and so flees the kingdom in shame. After years of exile he is persuaded to return home to overthrow the usurper and claim the kingdom as his own thus completing the "Circle of Life".



Total [6]
Total marks _/24

Mark scheme
Listening and Reading

| № | Answer | Mark | Additional information |
|--------------|-------------------------|-------------|-------------------------------|
| 1 | French and the classics | 1 | French and classics |
| 2 | Poor | 1 | She was poor |
| 3 | Edinburgh | 1 | in Edinburgh |
| 4 | Twelve | 1 | 12 |
| 5 | Alice | 1 | |
| 6 | Six | 1 | 6 |
| 1 | B | 1 | |
| 2 | A | 1 | |
| 3 | Not Given | 1 | |
| 4 | No | 1 | |
| 5 | Yes | 1 | |
| 6 | No | 1 | |
| Total | | 12 | |

Mark scheme
Writing and Speaking

CRITERIA FOR MARKING WRITING

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

| Mark / Criterion | Content (relevance and development of ideas) | Organization (cohesion, paragraphing and format) | Vocabulary (style and accuracy) | Grammar (style and accuracy) and Punctuation (accuracy) |
|-------------------------|---|--|---|---|
| 6 | <ul style="list-style-type: none"> • All content is relevant to the task. • The register completely corresponds to the requirements of the task; consistent and intentional misuse of register* may indicate a writer's personal style. • All content points are fully addressed and developed in a balanced way. <p>*Such misuse of register should not harm the format of writing.</p> | <ul style="list-style-type: none"> • Uses a range of basic connectors correctly and attempts to use referencing, but not always clearly or appropriately. • Uses paragraphs to separate ideas; all paragraphs revolve around one idea or a set of like ideas; the size of each paragraph allows for a proper and balanced development of ideas. • The format is appropriate, but may be modified for a better reading experience. | <ul style="list-style-type: none"> • Uses a range of everyday vocabulary appropriately; attempts to use less common lexical items with occasional inappropriacies. • Has good control of word formation; may make occasional errors in producing less common word forms. • Spells common vocabulary items correctly; very few (one or two) occasional spelling mistakes may be present. • May occasionally misspell less common lexical items. • Errors in word choice and/or spelling do not distort meaning. | <ul style="list-style-type: none"> • Writes simple and compound sentence forms correctly and demonstrates some variety in length. • May attempt some complex sentences, but they tend to be less accurate, including punctuation. • Errors in grammar and/or punctuation do not distort meaning. |
| 5 | <ul style="list-style-type: none"> • All content is relevant to the task; insignificant content omissions may be present. | <ul style="list-style-type: none"> • Uses a range of basic connectors correctly. • Uses paragraphs to separate | <ul style="list-style-type: none"> • Uses a range of everyday vocabulary appropriately; attempts to use less common | <ul style="list-style-type: none"> • Writes simple and compound sentence forms correctly, but does not demonstrate variety |

| | | | | |
|---|--|---|--|--|
| | <ul style="list-style-type: none"> • The register on the whole corresponds to the requirements of the task; occasional and inconsistent misuse of register may be present. • Most content points are addressed, but their development may be slightly imbalanced. | <p>ideas; most paragraphs revolve around one idea or a set of like ideas; the size of each paragraph may reflect imbalanced development of ideas.</p> <ul style="list-style-type: none"> • The format is appropriate. | <p>lexical items, but may make frequent errors.</p> <ul style="list-style-type: none"> • Has good control of word formation; may make errors in producing less common word forms. • Spells common vocabulary items correctly; few (no more than five) occasional spelling mistakes may be present. • May often misspell less common lexical items. • Errors in word choice and/or spelling do not distort meaning. | <p>in length.</p> <ul style="list-style-type: none"> • Occasional errors in grammar and/or punctuation do not distort meaning. |
| 4 | <ul style="list-style-type: none"> • Most content is relevant to the task; insignificant content omissions may be present. • The register on the whole corresponds to the requirements of the task. • Most content points are addressed, but some content points may be more fully covered than others. | <ul style="list-style-type: none"> • Uses some basic connectors, but these may be inaccurate or repetitive. • Uses paragraphs to separate ideas, but tends to misuse paragraphing (a script is a set of very short paragraphs or some paragraphs may be much longer than other ones for no apparent reason). • The format is generally appropriate. | <ul style="list-style-type: none"> • Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexical items. • Has good control of word formation; can produce common word forms correctly. • May make infrequent errors in spelling more difficult words. • Errors in word choice and/or spelling rarely distort meaning. | <ul style="list-style-type: none"> • Writes simple and some compound sentence forms correctly. • While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted. |
| 3 | <ul style="list-style-type: none"> • Some content is relevant to the task; significant content omissions may be present. • The register barely | <ul style="list-style-type: none"> • Uses a very limited range of basic cohesive devices correctly. • Writes in paragraphs, but may | <ul style="list-style-type: none"> • Uses basic vocabulary reasonably appropriately. • Has some control of word formation; can produce some | <ul style="list-style-type: none"> • Writes simple sentence forms mostly correctly. • Errors in grammar and/or punctuation may distort |

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

| | |
|--|--|
| | <ul style="list-style-type: none"> • There is too little language to assess. OR <ul style="list-style-type: none"> • Content is completely incomprehensible due to extremely poor handwriting: very few words are distinguishable, so there is a lack of context to verify meaning. |
|--|--|

CRITERIA FOR MARKING SPEAKING

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

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

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| | partial success will be achieved. • Pronunciation is mostly intelligible. • May not follow English intonation patterns at times. | |
| 3 | • Responses tend to be brief and are characterized by frequent hesitation. • Has to be encouraged to go beyond short responses and struggles to develop a conversation. • There is a lack of intelligibility of pronunciation, but it is unlikely to impede communication. • May not follow English intonation patterns frequently. | • Produces basic sentence forms and some correct simple sentences. • Uses a limited range of appropriate vocabulary to talk about a limited range of general topics. • Errors are frequent and may lead to misunderstanding. |
| 2 | • Responses are so brief that little is communicated. • Barely engages in a conversation. • Pronunciation may cause some communication difficulty. • Does not follow English intonation patterns. | • Attempts basic sentence forms, but with limited success. OR • Heavily relies on apparently memorized utterances. • Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics. • Makes numerous errors except in memorized expressions. |
| 1 | • No communication possible. • Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener. | • Cannot produce basic sentence forms. • Can only produce isolated words and phrases or memorized utterances. |
| 0 | • No attempt at the response. OR • No rateable language. | |

*Speech deficiencies should not be considered as affecting intelligibility.

SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 4
Review of summative assessment for term 4

Duration of the summative assessment - 40 minutes

Listening – 10 minutes

Reading – 10 minutes

Writing – 20 minutes

Speaking task is conducted separately.

Total marks- 24

The structure of the summative assessment

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

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

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

Matching tasks require learners to match two sets of items according to the instructions for the task.

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

Tapescript for listening task can be found in CD3.

The content of the summative assessment for the 4 term should be selected on topics “Healthy Habits” or/and “Clothes and fashion”.

Characteristic of tasks for summative assessment for the term 4

| Unit | Strand | Learning objective | *Total number of questions | *Question № | *Type of question | *Task description | Time | Total marks |
|--------------------------------------|-----------|--|----------------------------|----------------------------|--------------------------------|---|------------|-------------|
| Healthy Habits. Clothes and Fashion. | Listening | 7.L5 Recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics. 7.L6 Deduce meaning from context with little support in extended talk on a limited range of general and curricular topics. | 6 | 1 2 3 4 5 6 | Multiple choice Gap filling | Each learner works individually. Learners listen to the recording twice on topic 'Clothes and Fashion', having chance to look through the questions before the recording starts. The task consists of 6 questions with one possible answer. Learners choose correct answer from four alternatives A, B, C or D and complete the gaps with no more than two words. | 10 minutes | 6 |
| | Reading | 7.R1 Understand the main points in texts on a limited range of unfamiliar general and curricular topics. 7.R2 Understand specific information and detail in texts on a range of familiar general and curricular topics. | 6 | 1 2 3 4 5 6 | Matching | Each learner works individually. Learners read the text and answer the questions. The task consists of 6 questions with one possible answer. Learners find information in the text and complete the table. They answer open ended questions. | 10 minutes | 6 |
| | Writing | 7.W6 Link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular | 1 | 1 | Open-ended | Each learner works individually. Learner writes a short essay about healthy life or popular style. They answer the questions in full sentences. In writing they use appropriate linking | 20 minutes | 6 |

| Unit | Strand | Learning objective | *Total number of questions | *Question № | *Type of question | *Task description | Time | Total marks |
|---------------|----------|--|----------------------------|-------------|-------------------|--|-------------------------------------|-------------|
| | | <p>topics.</p> <p>7.W8 Spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics.</p> <p>7.U2 Use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough</p> | | | | <p>words and spell words correctly.</p> <p>Learners are expected to apply appropriate grammar structures.</p> | | |
| | Speaking | <p>7.S7 Use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics.</p> <p>7.S8 Recount some extended stories and events on a growing range of general and curricular topics.</p> <p>7.U9 Use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics</p> | 1 | 1 | Open-ended | <p>Learners work individually, explaining and justifying their viewpoints on topics: 'Healthy Habits' and 'Clothes and Fashion'.</p> <p>They make up a story using questions and picture provided.</p> <p>Learners are expected to apply appropriate grammar structures.</p> | Each learner talks for 1-2 minutes. | 6 |
| TOTAL: | | | | | | | 40 | 24 |

| Unit | Strand | Learning objective | *Total number of question s | *Quest ion № | *Type of question | *Task description | Time | Total marks |
|--------------------------------------|---------------|---------------------------|--|-------------------------|------------------------------|--------------------------|----------------|------------------------|
| | | | | | | | minutes | |
| Note: *-sections that can be changed | | | | | | | | |

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

Listening

Task. Listen and choose between A, B, C or D. *CD3. Tapescript 4.*

Use the link to listen information <http://www.listenamminute.com/f/fashion.mp3>

Example: 0. What places tell us what is 'in' and 'out' this summer?

- A) shops
- B) newspapers
- C) magazines
- D) TV

1. According to the speaker fashion is
 - A) silly
 - B) strange
 - C) fantastic
 - D) boring[1]

2. According to the speaker who tells us about fashion.
 - A) sportsmen
 - B) government
 - C) celebrities
 - D) people[1]

Continue listening to tape and fill in the gaps with *NO MORE THAN TWO WORDS*:

3. Keeping up with fashion is _____ these days. [1]
4. The craziest fashion is the luxury _____. [1]

Choose the correct answer.

5. How much do people spend on fashionable things?
 - A) day's salary
 - B) month's salary
 - C) year's salary
 - D) week's salary[1]

6. What is the speaker happy with?
 - A) known brand at half the price
 - B) unknown brand at full price
 - C) known brand at full price
 - D) unknown brand at half the price[1]

Total [6]

Reading

Task. Read the text and fill in the table below with necessary information.

There are five main types of nutrients we need from our food. These are carbohydrates, proteins, fats, minerals and vitamins. A sixth important part of our diet is roughage or fibre.

Carbohydrates

Carbohydrates are mainly used by the body as fuel. Digestion breaks them into a simple sugar called glucose. This is carried in the blood to provide energy for all our body parts.

Proteins

Proteins perform many important jobs in the body. Your body needs them to grow, and to make repairs when it is damaged.

Fats

The body needs some fat to build its parts and keep them working properly. Fat can also be used as fuel, for energy.

Fibre

Fibre does not provide nutrition, but it helps bulk up waste so that it passes easily through the body. People who do not consume enough roughage are more likely to suffer from constipation, which can sometimes lead to more serious diseases of the intestines.

Minerals

Minerals are simple substances such as calcium, iron and salt. You need to eat a lot of mineral-rich food when your body is growing.

Vitamins

Vitamins are special substances that your body needs in tiny amounts but cannot make itself.

| Nutrient | Importance in the diet |
|-----------------|--|
| 0.Carbohydrates | <i>Example:</i> This is carried in the blood to provide energy |
| 1. Proteins | [1] |
| 2. Fats | [1] |
| 3.Vitamins | [1] |
| 4.Minerals | [1] |

Answer the questions.

5. What do you need to eat when you are growing? _____ [1]

6.What should you eat if you have some injuries? _____ [1]

Total [6]

Writing**Task.**

Topic 1. Fill in all the spaces provided. You can write more than one idea.

People need to eat food. There are many kinds of food that you can eat. Your diet is all of the food that you eat. Some food is healthy. Some food is not healthy. Healthy food is good for you. It helps you stay strong and live a long time.

What kind of food do you eat during the day?

1. _____
2. _____
3. _____

Write three foods that are healthy:

1. _____
2. _____
3. _____

Write three foods that are NOT healthy:

1. _____
2. _____
3. _____

What kind of food is popular in your home country?

1. _____
2. _____
3. _____

Which country has healthiest diet?

What advice can you give to a person to live long and healthy life?

Topic 2. When we talk about fashion we usually mean the popular style in dress or behavior. For most modern people fashion is a method of wearing to express themselves. What do you think about it? Write 80-90 words.

- Talk about the clothes you are wearing today. Do you like them? Why? / Why not?
- What new clothes would you like to buy?
- Have you ever bought fashion magazines? Why? / Why not?
- What are some of your favorite brands of clothing?
- Why do people spend lots of money on clothes?
- What do clothes tell people about our personalities?

Total [6]

SPEAKING

Task. Choose the card. Work individually. Look at the picture and make up a story for 1-2 minutes. Use the questions from the card.

Card 1

The healthy lifestyle of your family

What do you do together with your family?

Is it possible to have a healthy life style in a modern family?

Why do many people try to have a healthy life style?

How do you support a healthy life style in your family?



Card 2

Fruits with vegetables or junk food

What is healthy food?

Do you pay much attention to what you eat?

Do you think it is more important for you to eat healthy or tasty food?

Why do you need to eat fruits and vegetable?



Card 3

Kids and clothes

What are some of the strangest fashions you have seen?

What colors do you think look good on you?

What fashions that you see today you think will be out of fashion within two years?

What uniform do you wear at school?



Card 4

Modern or casual clothes

What kind of clothes are in fashion now?

What kind of clothes do you usually wear?

What is the most expensive piece of clothing you have ever bought?

What do you think of body piercing?



Card 5

Health and sport

What do you do to keep healthy?

Do you play any sports?

How often do you exercise?

What role does sport play in your life? Why?



Card 6

Health and personal hygiene

Do you spend much time thinking about how to stay healthy

Why?/Why not?

Why should you wash fruits and vegetables?

Do you think it is important to follow hygiene rules? Why?

What advices/recommendations would you give to your classmates?



Card 7

Fabrics and clothes

What kind of clothes are in fashion now?

What are these clothes made of?

What are your favourite clothes?

What do types of fabrics do you like? Why?



Card 8

Casual and uniform clothes

What types of clothes do you like wearing to school?

What do you wear to school?

Is it comfortable to wear school uniform? Why? /Why not?

Would you like to change anything in a school uniform? If yes, what would you change?



Total [6]

Total marks _/24

Transcript for term 4

Have you ever thought how strange fashion is? People tell us what clothes to wear. That's weird. Fashion stores tell us what is "in" this summer or this winter. People then buy the same clothes and look like everyone else because they want to feel trendy. The thing is, fashion is about being an individual, but then we all wear clothes that are the same as everyone else's! Keeping up with fashion is expensive these days. Everyone is into brand fashion. Have you seen how much the most fashionable sneakers are? How can kids afford those? The craziest fashion is the luxury brands. People spend a month's salary, or more, on a handbag or watch. That's crazy. I'm happy with an unknown brand at half the price. I don't mind being unfashionable.

Mark scheme
Listening and Reading

| № | Answer | Mark | Additional information |
|--------------|--|-------------|---------------------------------------|
| 1 | B | 1 | |
| 2 | D | 1 | |
| 3 | expensive | 1 | |
| 4 | brands | 1 | |
| 5 | B | 1 | |
| 6 | D | 1 | |
| 1 | to grow, to make repairs | 1 | Answers can be shorter or/and longer. |
| 2 | to build parts and keep them working properly | 1 | |
| 3 | in tiny amounts | 1 | |
| 4 | for building bones, carrying oxygen in the blood, and controlling blood pressure | 1 | |
| 5 | minerals | 1 | |
| 6 | proteins | 1 | |
| Total | | 12 | |

Mark scheme
Writing and Speaking

CRITERIA FOR MARKING WRITING

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

| Mark / Criterion | Content (relevance and development of ideas) | Organization (cohesion, paragraphing and format) | Vocabulary (style and accuracy) | Grammar (style and accuracy) and Punctuation (accuracy) |
|-------------------------|---|--|---|---|
| 6 | <ul style="list-style-type: none"> • All content is relevant to the task. • The register completely corresponds to the requirements of the task; consistent and intentional misuse of register* may indicate a writer's personal style. • All content points are fully addressed and developed in a balanced way. <p>*Such misuse of register should not harm the format of writing.</p> | <ul style="list-style-type: none"> • Uses a range of basic connectors correctly and attempts to use referencing, but not always clearly or appropriately. • Uses paragraphs to separate ideas; all paragraphs revolve around one idea or a set of like ideas; the size of each paragraph allows for a proper and balanced development of ideas. • The format is appropriate, but may be modified for a better reading experience. | <ul style="list-style-type: none"> • Uses a range of everyday vocabulary appropriately; attempts to use less common lexical items with occasional inappropriacies. • Has good control of word formation; may make occasional errors in producing less common word forms. • Spells common vocabulary items correctly; very few (one or two) occasional spelling mistakes may be present. • May occasionally misspell less common lexical items. • Errors in word choice and/or spelling do not distort meaning. | <ul style="list-style-type: none"> • Writes simple and compound sentence forms correctly and demonstrates some variety in length. • May attempt some complex sentences, but they tend to be less accurate, including punctuation. • Errors in grammar and/or punctuation do not distort meaning. |
| 5 | <ul style="list-style-type: none"> • All content is relevant to the task; insignificant content omissions may be present. | <ul style="list-style-type: none"> • Uses a range of basic connectors correctly. • Uses paragraphs to separate | <ul style="list-style-type: none"> • Uses a range of everyday vocabulary appropriately; attempts to use less common | <ul style="list-style-type: none"> • Writes simple and compound sentence forms correctly, but does not demonstrate variety |

| | | | | |
|---|--|---|--|--|
| | <ul style="list-style-type: none"> • The register on the whole corresponds to the requirements of the task; occasional and inconsistent misuse of register may be present. • Most content points are addressed, but their development may be slightly imbalanced. | <p>ideas; most paragraphs revolve around one idea or a set of like ideas; the size of each paragraph may reflect imbalanced development of ideas.</p> <ul style="list-style-type: none"> • The format is appropriate. | <p>lexical items, but may make frequent errors.</p> <ul style="list-style-type: none"> • Has good control of word formation; may make errors in producing less common word forms. • Spells common vocabulary items correctly; few (no more than five) occasional spelling mistakes may be present. • May often misspell less common lexical items. • Errors in word choice and/or spelling do not distort meaning. | <p>in length.</p> <ul style="list-style-type: none"> • Occasional errors in grammar and/or punctuation do not distort meaning. |
| 4 | <ul style="list-style-type: none"> • Most content is relevant to the task; insignificant content omissions may be present. • The register on the whole corresponds to the requirements of the task. • Most content points are addressed, but some content points may be more fully covered than others. | <ul style="list-style-type: none"> • Uses some basic connectors, but these may be inaccurate or repetitive. • Uses paragraphs to separate ideas, but tends to misuse paragraphing (a script is a set of very short paragraphs or some paragraphs may be much longer than other ones for no apparent reason). • The format is generally appropriate. | <ul style="list-style-type: none"> • Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexical items. • Has good control of word formation; can produce common word forms correctly. • May make infrequent errors in spelling more difficult words. • Errors in word choice and/or spelling rarely distort meaning. | <ul style="list-style-type: none"> • Writes simple and some compound sentence forms correctly. • While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted. |
| 3 | <ul style="list-style-type: none"> • Some content is relevant to the task; significant content omissions may be present. • The register barely | <ul style="list-style-type: none"> • Uses a very limited range of basic cohesive devices correctly. • Writes in paragraphs, but may | <ul style="list-style-type: none"> • Uses basic vocabulary reasonably appropriately. • Has some control of word formation; can produce some | <ul style="list-style-type: none"> • Writes simple sentence forms mostly correctly. • Errors in grammar and/or punctuation may distort |

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

| | |
|--|--|
| | <ul style="list-style-type: none"> • There is too little language to assess. OR <ul style="list-style-type: none"> • Content is completely incomprehensible due to extremely poor handwriting: very few words are distinguishable, so there is a lack of context to verify meaning. |
|--|--|

CRITERIA FOR MARKING SPEAKING

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

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

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| | partial success will be achieved. • Pronunciation is mostly intelligible. • May not follow English intonation patterns at times. | |
| 3 | • Responses tend to be brief and are characterized by frequent hesitation. • Has to be encouraged to go beyond short responses and struggles to develop a conversation. • There is a lack of intelligibility of pronunciation, but it is unlikely to impede communication. • May not follow English intonation patterns frequently. | • Produces basic sentence forms and some correct simple sentences. • Uses a limited range of appropriate vocabulary to talk about a limited range of general topics. • Errors are frequent and may lead to misunderstanding. |
| 2 | • Responses are so brief that little is communicated. • Barely engages in a conversation. • Pronunciation may cause some communication difficulty. • Does not follow English intonation patterns. | • Attempts basic sentence forms, but with limited success. OR • Heavily relies on apparently memorized utterances. • Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics. • Makes numerous errors except in memorized expressions. |
| 1 | • No communication possible. • Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener. | • Cannot produce basic sentence forms. • Can only produce isolated words and phrases or memorized utterances. |
| 0 | • No attempt at the response. OR • No rateable language. | |

*Speech deficiencies should not be considered as affecting intelligibility.