

**Methodological recommendations  
for Summative Assessment**

**English**

**Grade 7**

Methodological recommendations for Summative Assessment are designed to assist teachers in planning, organizing and carrying out Summative Assessment in “English” for the Grade 7 learners. Methodological recommendations are aligned with the Subject Programme and Course plan. Summative Assessment in Grade 7 is conducted in Terms 1, 2, 3 and 4.

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

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

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

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

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**TERM 1.**

**SUMMATIVE ASSESSMENT TASKS**

## Summative Assessment for the unit “Hobbies and Leisure”

**Learning objective** 7. L1 Understand with little support the main points in extended talk on a limited range of general and curricular topics  
 7. W8 Spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some 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

**Assessment criteria**

- Identify the main idea in extended talks
- Write topic related words correctly
- Connect sentences into paragraphs with basic connectors and linking words with some support

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

**Duration** 20 minutes

### Listening

**Task1: Listen to two people talking about their free time. Are the sentences True or False? You will listen to the recording twice. CD2. Tapescript 1.**

*Example:* Jack likes rock music. True

1. Jack does not love watching sport. \_\_\_\_\_

2. Jack loves horror films. \_\_\_\_\_

3. Jack sees his sister every week. \_\_\_\_\_

4. Jenny likes Chinese food and Jack loves Mexican food. \_\_\_\_\_

5. Jenny loves soap operas. \_\_\_\_\_

6. Jenny likes flying. \_\_\_\_\_

### Writing

**Task 2: Write sentences about your hobby. Write at least 50 words. You should write full sentences. Use some connectors and linking words *but, and, because, when, while*, etc. Include the following information:**

*Example:* I like skiing **because** it is a healthy activity.

What your hobby is

---

When and who you usually do it with

---

Why you like doing it

---



---

Assessment criteria	Task	Descriptor	Mark
		A learner	
Identify the main idea in extended talks.	1	writes False;	1
		writes True;	1
		writes False;	1
		writes False;	1
		writes True;	1
		writes False;	1
Write topic related words correctly. Connect sentences into paragraphs with basic connectors and linking words with some support.	2	gives full answer, using linking words and basic connectors;	1
		writes with grammar accuracy;	1
		spells the words correctly;	1
		writes about 50 words;	1
		includes at least 5 words from topical vocabulary.	1
Total marks			11

**Rubrics for providing information to parents on the results of Summative Assessment for the unit “Hobbies and Leisure”**

**Learner’s name** \_\_\_\_\_

<b>Assessment criteria</b>	<b>Level of learning achievements</b>		
	<b>Low</b>	<b>Middle</b>	<b>High</b>
Identify main idea in extended talks.	Experiences challenges in identifying the main idea in extended talks.  <input type="checkbox"/>	Makes mistakes in identifying the main idea in extended talks 1.writes False/2.writes True/3.writes False/4.writes False/5.writes True/6.writes False  <input type="checkbox"/>	Confidently identifies the main idea in extended talks. Mark sentences True and False correctly.  <input type="checkbox"/>
Write topic related words correctly. Connect sentences into paragraphs with basic connectors and linking words with some support.	Experiences difficulties in giving full answers, in using linking words and basic connectors, and in spelling topic related vocabulary. Writes with insufficient grammar accuracy. Number of words is limited.  <input type="checkbox"/>	Makes mistakes in giving full answers in using linking words and basic connectors, and in spelling topic related vocabulary. Writes with some grammar mistakes. Number of words is insufficient.  <input type="checkbox"/>	Feels confidence in giving full answers, in using linking words and basic connectors, and in spelling topic related vocabulary. Writes with grammar accuracy. Number of words is reasonable.  <input type="checkbox"/>

## Summative Assessment for the unit “Communication and Technology”

<b>Learning objective</b>	<p>7.R2 Understand specific information and details in the texts on a range of familiar general and curricular topics</p> <p>7.S2 Ask complex questions to get information about a limited range of general topics and some curricular topics</p> <p>7.S7 Use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics</p>
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Realise particular facts and parts in reading passage;</li> <li>• Make up complex interrogative sentences to get information about the topic</li> <li>• Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences</li> </ul>
<b>Level of thinking skills</b>	<p>Knowledge and comprehension</p> <p>Application</p> <p>Higher order thinking skills</p>
<b>Duration</b>	20 minutes

### Reading

#### Task 1: Read the text and complete the task.

##### Kate and the Internet

Kate's first class starts at eight o'clock in the morning and it is 1.30a.m now. The only sound that you can hear in Kate's small room is the clicking of a computer keyboard. Her mum does no longer know what to do. Every day, it's the same. She goes to bed half an hour later. "Kate does no longer pay attention to her studies or to the report she has to present next week. She ignores all types of homework. Her mother says: "She cares only about the conversations she carries on with people from all over the world without caring about her grades or her friends in real life". Kate, who is a school Learner, spends about 75hours per week online. "I can't stop. I have lost touch with all my friends in real life."

The Internet access in American households increases, that's why the number of teenagers who spend a long time of their lives online, has increased too. Psychologists say: "Look out! An increasing number of teens are going into a new form of addiction". In an interview Kate declared: "I'm destroying my future and I am becoming isolated from the society," "I failed English last year... I didn't care about my studies but at least, I feel free. In fact, I can talk to others about any topic without being afraid of the consequences". She added: "I have found people who are ready to listen to my words".



**Match parts of sentences in column (A) with parts of sentences in column (B). Write the answers in column (C).**

*Example:* 0. The only sound that you can hear in Kate's small room  
d) is the clicking of a computer keyboard. 0-d

(A)	(B)	(C)
1. Kate spends a long time online,	a) a big number of teenagers have become addicted to the net.	1. _____
2. Psychologists think that	b) is just one consequence of this type of addiction.	2. _____
3. Isolation from society	c) and she doesn't care about her school results.	3. _____

### Speaking

**Task 2: Read the examples and make up your own questions. Ask and answer them. Assess each other according to the Assessment sheet.**

*Learners work in pairs. Firstly, one learner answers the questions the second learner assesses on the criteria him/her then they swap the roles. Teacher decides and includes in the Assessment sheet what vocabulary will be checked in this speaking task.*

*Example:*

1. What piece of technology can't you live without? Why?
2. How often do you watch TV? Explain your answer.
3. What's your favourite gadget to communicate with friends? Explain your answer.

*Possible answers:*

1. I can't live without a cell phone because of its practical use.
2. I watch TV only at weekends, because I don't have much time.
3. I'm fond of a cell phone and the reason is that it connects me to the world.

Name \_\_\_\_\_

Date \_\_\_\_\_

### Assessment sheet

**Give 1 point for each right answer**

Criteria	Yes	No
Learner uses at least 5 words on Communication and Technology.		
Learner speaks without long stoppings.		
Learner's speech is understandable.		
Learner asks at least 5 questions.		
Learner answers at least 5 questions.		
Learner gives advice for future improvements		
<b>Total:</b>		

Assessment criteria	Task	Descriptor	Mark
		A learner	
Realise particular facts and parts in reading passage.	1	writes 1-c;	1
		writes 2-a;	1
		writes 3-b;	1
Make up complex interrogative sentences to get information about the topic. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.	2	uses at least 5 words on Communication and Technology;	1
		speaks without long stoppings;	1
		speech is understandable;	1
		asks at least 5 questions;	1
		answers at least 5 questions;	1
		gives advice for future improvements.	1
Total marks			9

### Rubrics for providing information to parents on the results of Summative Assessment for the unit “Communication and Technology”

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

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Realise particular facts and parts in reading passage.	Experiences great difficulties in realizing particular facts and parts in reading passage. <input type="checkbox"/>	Makes mistakes in identifying facts and parts in matching exercise 1-c/ 2-a/ 3-b. <input type="checkbox"/>	Feels confidence in identifying facts and parts in the reading passage. <input type="checkbox"/>
Make up complex interrogative sentences to get information about the topic. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Demonstrate respect to people's opinions using lexical units of topic vocabulary.	Demonstrates limited choice of topical vocabulary in asking and answering the questions. Speaks making long pauses that makes utterances not understandable. Experiences difficulties in making comments about classmates' oral speech. <input type="checkbox"/>	Demonstrates a good choice of topical vocabulary in asking and answering the questions. Speaks making pauses that do not interfere with understanding. Makes comments about classmates' oral speech. <input type="checkbox"/>	Demonstrates a wide choice of topical vocabulary in asking and answering the questions. Speaks with natural pauses and makes a clear speech. Confidently comments classmates' oral speech. <input type="checkbox"/>

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

### Summative Assessment for the unit “Holidays and Travel”

<b>Learning objective</b>	7.L5 Recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics 7.W7 Use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>Identify the position of speakers in an extended talk with some support</li> <li>Write a text keeping the layout and format of a given genre with a little support</li> </ul>
<b>Level of thinking skills</b>	Knowledge and comprehension Application Higher order thinking skills
<b>Duration</b>	20 minutes

#### Listening

**Task 1: Listen to the conversation and choose the right answer A,B,C or D.**

CD2. Tapescript 2.

Go to the following link to listen to the information:

<http://www.esl-lab.com/flight/flightrd1.htm>

Example:0.What date is flight reservation going to be?

- A) 21
- B) 22
- C) 23
- D) 24

1. What is the man's destination?
  - A) Salt Lake City, USA
  - B) New York City, USA
  - C) Helsinki, Finland
  - D) Stockholm, Sweden
2. When is the man's departure date?
  - A) the twenty-first
  - B) the twenty-second
  - C) the twenty-third
  - D) the twenty-fourth
3. What is the flight number for the second half of his journey?
  - A) 555
  - B) 90
  - C) 1070
  - D) 830

4. How long is the man's layover between flights?
  - A) less than an hour
  - B) less than two hours
  - C) less than three hours
  - D) more than three hours
5. What request did the man make regarding his flight?
  - A) He asked for a specially-prepared dinner.
  - B) He wanted an aisle seat.
  - C) He requested a bassinet for his baby.
  - D) He asked for a seat near the front of the plane.

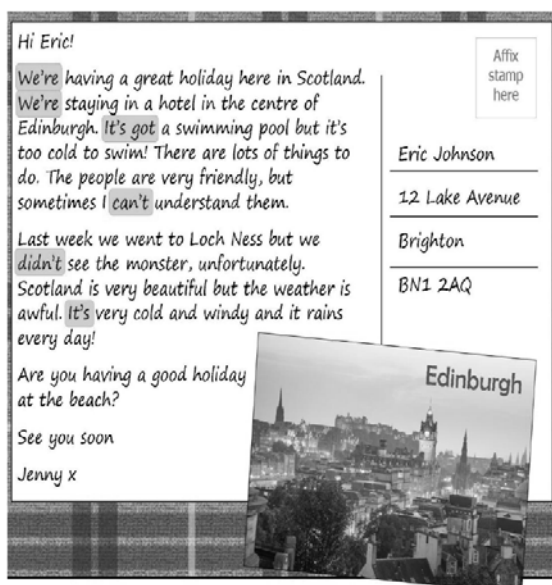
## Writing

**Task 2: Write a postcard to a friend. You may answer the questions while you are writing. Write at least 70 words.**

*Teacher should print both examples of handouts for each learner.*

- Who will you write to?
- Where are you?
- Are you having a good time?
- Where are you staying?
- What is the place like?
- What are the people like?
- What did you do yesterday?
- What are you doing tomorrow?

### Example of the postcard



### Sample sheet for Postcard

A blank postcard template with a plaid border. It includes a box for an affix stamp and a box for the address.

Affix stamp here

Address box with horizontal lines for writing.

Assessment criteria	Task	Descriptor	Mark
		A learner	
Identify the position of speakers in an extended talk with some support.	1	writes 1-C;	1
		writes 2-B;	1
		writes 3-B;	1
		writes 4-B;	1
		writes 5-A;	1
Write a text keeping the layout and format of a given genre with little support.	2	writes with structure which is logically organized;	1
		spells the words correctly;	1
		writes with grammar accuracy;	1
		shows good choice of topic specific vocabulary;	1
		writes about 70 words.	1
Total marks			10

### Rubrics for providing information to parents on the results of Summative Assessment for the unit “Holidays and Travel”

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

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the position of speakers in an extended talk with some support.	Experiences challenges in identifying the position of speakers. <input type="checkbox"/>	Makes mistakes in identifying the right answers to the questions in extended talks 1-C/2-B/3-B/4-B/5-A. <input type="checkbox"/>	Confidently identifies the right answers to the questions in extended talks. <input type="checkbox"/>
Write a text keeping the layout and format of a given genre with a little support.	Experiences challenges in writing about holidays with some support on the example. Answers with limited vocabulary and incorrect structure. Misuses tenses and spells the topical words incorrectly. <input type="checkbox"/>	Makes mistakes in a piece of writing about holidays with some support on the example. Answers with a good choice of vocabulary and structure. Uses some tenses and spells some topical words incorrectly. <input type="checkbox"/>	Feels confidence in a piece of writing about holidays with some support on the example. Answers with a wide choice of vocabulary and an appropriate structure. Correctly uses tenses and spells topical words accurately. <input type="checkbox"/>



## Summative Assessment for the unit “Space and Earth”

<b>Learning objective</b>	<p>7.R5 Deduce meaning from context in short texts on a growing range of familiar general and curricular topics</p> <p>7.R7 Recognise typical features at word, sentence and text level in a range of written genres</p> <p>7.S3 Give an opinion at discourse level on a growing range of general and curricular topics</p> <p>7.S6 Begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p>
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Identify the meaning and details of the reading texts</li> <li>• Identify the correct form of a word, appropriate sentence structure and text layout</li> <li>• Provide a point of view in conversations and discussions</li> <li>• Interact in a pair, group and a whole class work presenting logically connected information with ideas of other people</li> </ul>
<b>Level of thinking skills</b>	<p>Knowledge and comprehension</p> <p>Application</p> <p>Higher order thinking skills</p>
<b>Duration</b>	20 minutes

### Reading

#### Task 1: Read the text and answer the questions.

*Example:* 0. Is Pluto no longer a planet? Yes, It is

#### Is Pluto a Planet?

*‘Dwarf’ is a very little star*

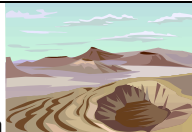
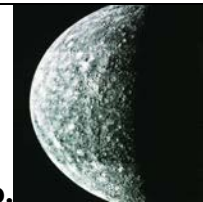
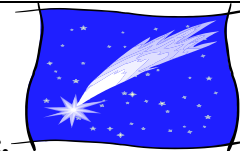
Many people are saying that Pluto is no longer a planet. Are they right? Is Pluto no longer a planet? There's a debate in the scientific world about this issue. National Geographic News says that, according to the International Astronomical Union, a full planet is an object that orbits the sun and is large enough to have become round due to the force of its own gravity. Because Pluto doesn't meet these standards, the International Astronomical Union classifies Pluto as a dwarf planet. Not everyone agrees that this is a good way to decide, though. Andy Cheng, a planetary scientist at Johns Hopkins University, says that the new rules aren't clear enough and asks the question "how round is round? "...I'll still continue to maintain that Pluto is a planet," he said.

Owen Gingerich is an astronomer and historian at Harvard University in Cambridge, Massachusetts, and head of the International Astronomical Union committee proposing the definition. He favored a special distinction for Pluto. Gingerich supported a proposal to call the big eight planets classical planets—as opposed to just plain "planets"—and Pluto and the others dwarf planets, so there would be two classes of planets. He believes that reclassifying Pluto as a dwarf planet is not "sensitive to the historical and cultural role that Pluto has played." The argument continues. In the meantime, however, many people are correct—new textbooks will list Pluto as being a dwarf planet. What do you think it is?

1. What planet is a full planet?  
\_\_\_\_\_
2. Is Pluto the only dwarf planet?  
\_\_\_\_\_
3. How many classes of planets are according to the astronomer?  
\_\_\_\_\_

**Task 2: Connect numbers and letters and find the right pictures.**

<b>1</b>		
<b>2</b>		
<b>3</b>		

1.Comets	A. It is the largest object you can see in the night sky.	<b>a.</b> 
2.Craters	B. A small, frozen mass of dust and gas revolving around the sun.	<b>b.</b> 
3.Moon	C. They are holes made when a large moving rock hit the moon.	<b>c.</b> 

### Speaking

**Task 3: Work in a group of 3-4. Answer the questions below.**

*Teacher assesses the speaking skills of each learner while they are working in a group.*

Names \_\_\_\_\_

Date \_\_\_\_\_

Where are you planning to travel to? Name the planet?	
What will you do if you see aliens or some unusual animals?	

**Group Assessment sheet****Give 1 point for each Yes answer.**

<b>Criteria</b>	<b>Yes</b>	<b>No</b>
Group answers all the questions.		
It was very interesting to listen to group presentation (name was unusual, animals were strange, etc.).		
All learners have the chance to participate in the discussion.		
All learners present logically connected information.		
<b>Total score</b>		

Assessment criteria	Task	Descriptor	Mark	Additional information
		A learner		
Identify the correct form of a word, appropriate sentence structure and text layout.	1	writes ‘A full planet is an object that orbits the sun and is large enough to have become round due to the force of its own gravity’.	1	Answer can be shorter.
		writes ‘No, it is not’;	1	
		writes ‘There are two classes of planets’;	1	
Identify the meaning and details of the reading texts.	2	chooses 1 B-c;	1	
		chooses 2 C-a;	1	
		chooses 3 A-b;	1	
Provide a point of view in conversations and discussions. Interact in a pair, group and a whole class work presenting logically connected information with ideas of other people.	3	answers the questions;	1	
		It was very interesting to listen to group presentation (name was unusual, animals were strange, etc.);	1	
		Participates in the discussion;	1	
		Presents logically connected information.	1	
Total marks			10	



**TERM 3**  
**SUMMATIVE ASSESSMENT TASKS**

**Summative Assessment for the unit “Entertainment and Media”**

<b>Learning objective</b>	<p>7.L2 Understand with little support most specific information in extended talk on a limited range of general and curricular topics</p> <p>7.W3 Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics</p> <p>7.W4 Use with some support style and register appropriate to a limited variety of written genres on general and curricular topics</p>
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Identify facts and details in extended talks with little support</li> <li>• Demonstrate the ability to write grammatically correct sentences on familiar topics</li> <li>• Write a text keeping appropriate format and plan of a given genre</li> </ul>
<b>Level of thinking skills</b>	<p>Knowledge and comprehension</p> <p>Application</p>
<b>Duration</b>	20 minutes

**Listening**

**Task 1: Listen to the tape and circle the right answer. You will listen twice.**  
*CD2. Tapescript3.*



Fun.wax

*Link to the listening task*

- Where does the young girl want to go with her father?
  - to the park
  - to the movies
  - to the swimming pool
  - to the gymnasium
- Who are they going with?
  - the girl's mother
  - the girl's best friend
  - the girl's older brother
  - the girl's cousin

**Continue listening to fill the table in.**

3. the right time they most likely to leave	
4. activity the girl wants to do later	
5. activity the father suggests them do at the end of the day	

## Writing

**Task 2: Write a short newspaper note on the topic “Family entertainment” using 70-80 words. Look at the pictures below and find some ideas for your writing. In the provided box you will find some phrases for organization of your note.**

**Useful vocabulary:** often, once a week, usually, seldom, never,  
To show how to ..., set a good example, teach proper behavior, help,  
To overcome difficulties, understand, communicate, collaborate, socialize.

What do you do together with your family?  
Why does work together make family stronger?

Play computer games 	Go to the amusement park 	Spend time socializing 
Watch and discuss films 	Participate in sport together 	Read and discuss books 

Assessment criteria	Task	Descriptor	Mark
		A learner	
Identify facts and details in extended talks with little support.	1	writes B	1
		writes A	1
		writes ‘2:00 PM’	1
		writes ‘to go/go to the beach’	1
		writes ‘to go/go to a restaurant’	1
Demonstrate the ability to write grammatically correct sentences on familiar topics. Write a text keeping appropriate format and plan of a given genre.	2	chooses words that will make the writing clear and interesting to the reader;	1
		uses strong verbs, sensory words, and precise nouns in places that help create a picture;	1
		writes with grammar accuracy;	1
		writes with a structure that fits the purpose;	1
		writes about 70-80 words.	1
Total marks			10

### Rubrics for providing information to parents on the results of Summative Assessment for the unit “Entertainment and Media”

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

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify facts and details in extended talks with little support.	Experiences challenges in identifying facts and details of conversation while listening.  <input type="checkbox"/>	Makes mistakes in identifying facts and details of conversation 1.B/2. A/3. '2:00 PM'/4. 'to go/go to the beach'/5. 'to go/go to a restaurant'  <input type="checkbox"/>	Confidently identifies the facts and details of the conversation. Completes the task correctly.  <input type="checkbox"/>
Demonstrate the ability to write grammatically correct sentences on familiar topics. Write a text keeping appropriate format and plan of a given genre.	Experiences challenges in choosing words that help create a note. Writes with insufficient grammar accuracy. Structure of writing is inappropriate. Number of words is limited.  <input type="checkbox"/>	Feels some troubles in choosing words that help create a note. Writes with some grammar accuracy. Structure of writing is unclear. Number of words is insufficient.  <input type="checkbox"/>	Confidently chooses words that help create a note. Writes with grammar accuracy. Structure of writing is appropriate. Number of words is reasonable.



### Summative Assessment for the unit “Natural Disasters”

<b>Learning objective</b>	7.R2 Understand specific information and details in texts on a range of familiar general and curricular topics 7.S5 Keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Realise particular facts and parts in reading passage</li> <li>• Support a talk with peers while agree, disagree and discuss the order of actions and plans to fulfill the tasks</li> </ul>
<b>Level of thinking skills</b>	Application Higher order thinking skills
<b>Duration</b>	20 minutes

#### Reading

**Task 1: Read the text below and mark the sentences True or False.**

#### Haiti in Ruins After Huge Earthquake

Television pictures are slowly beginning to show how great the damage is in Haiti following the huge earthquake on Tuesday. A magnitude 7.3 quake, just 16km from the capital, hit the Caribbean nation as people were going home after work. It was the worst earthquake to strike Haiti in more than two centuries. Much of the country has been devastated. Many major buildings in the capital Port-au-Prince have collapsed, including the Presidential Palace and the UN headquarters. Haiti's President Rene Preval described the scene in the capital as "unimaginable". The Red Cross says up to 3 million people have been affected. Mr. Preval fears "well over 100,000 people" may have died.

Haiti's ambassador to the USA, Raymond Joseph, said there was "no way of estimating" how many casualties there were. Countries around the world are acting quickly to send whatever help they can to Haiti. Haiti is one of the poorest countries in the world. More than half of its people live below the poverty line on less than two dollars a day. It is one of the poorest-equipped countries on Earth to deal with such a catastrophe. The nation was still trying to recover from being hit by four deadly hurricanes in 30 days in 2008. Its economy is in ruins and it has a long history of corruption and coups.

*Example:* The earthquake that hit Haiti was a magnitude 16 in strength. False

1. Most Haitians were having their breakfast when the earthquake hit. \_\_\_\_\_
2. The President's palace was in ruins after the earthquake. \_\_\_\_\_
3. The article says Haiti's president believes 3 million people are suffering. \_\_\_\_\_
4. Haiti's ambassador to the US has a good idea of casualty figures. \_\_\_\_\_
5. Most Haitians are so poor they live on less than two dollars a day. \_\_\_\_\_
6. Haiti was hit by four different hurricanes in 2008. \_\_\_\_\_

## Speaking

**Task 2: Choose the question and be ready to answer it after the teacher starts the conversation. You should add your ideas to the class discussion.**

*Teacher organizes a Socratic seminar which helps teacher to assess learners while they are speaking on the topic 'Natural Disasters'. Learners are sitting in a circle and answering the question which teacher prepared and cut down beforehand.*

**These are some rules to this task:**

1. Ask questions if you do not understand what someone has said
2. You do not need to raise your hand to speak.
3. Pay attention to your "airtime".
4. Don't interrupt.
5. Don't put down the ideas of another learner.

*Example:* What are the safety rules for an earthquake emergency?

*Learner's possible answer:*

Don't panic. Get under a table or a desk. Check for injuries. Call emergency services to get help for injured persons. Leave the room. Exit the building. Once outside, move to the evacuation assembly point. Wait for further instructions.

What can be done to prevent natural disasters? What are possible preventive measures?	How can we help victims of a natural disaster?	What problems do people have after a natural disaster?
Could the Internet be helpful in case of a disaster? In what way?	Have you ever seen a natural disaster movie?	In your opinion, what's the worst natural disaster? Why?

### Assessment Sheet

**Give 1 point for each right answer.**

Criteria	Yes	No
Learner uses at least 5 words on 'Natural Disasters' topic.		
Learner gives a full answer to the question from the card.		
Learner's speech is understandable.		
Learner asks at least 2 questions.		
Learner answers at least 2 peers' questions.		
<b>Total:</b>		

Assessment criteria	Task	Descriptor	Mark
		A learner	
Realise particular facts and parts in reading passage.	1	writes False;	1
		writes True;	1
		writes False;	1
		writes False;	1
		writes True;	1
		Writes True.	1
Support a talk with peers while agree, disagree and discuss the order of actions and plans to fulfill the tasks.	2	uses at least 5 words on ‘Natural Disasters’ topic;	1
		gives a full answer to the question from the card;	1
		makes speech understandable;	1
		asks at least 2 questions.	1
		answers at least 2peers’ questions.	1
Total marks			11

**Rubrics for providing information to parents on the results of Summative Assessment for the unit “Natural Disasters”**

**Learner’s name** \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Realise particular facts and parts in the reading passage.	Experiences challenges in identifying particular facts and parts in the reading passage.          <input type="checkbox"/>	Makes mistakes in identifying particular facts and parts in the reading passage 1.False/2.True/ 3.False/4.False/ 5. True/ 6.True.          <input type="checkbox"/>	Confidently identifies particular facts and parts in the reading passage. Completes the task correctly.          <input type="checkbox"/>
Support a talk with peers while agree, disagree and discuss the order of actions and plans to fulfill the tasks.	Experiences challenges in demonstrating rich and vivid vocabulary in talking about the topic. Experiences difficulties in answering the questions in an interesting way. Feels troubles to participate in a group discussion.          <input type="checkbox"/>	Makes mistakes in using rich and vivid vocabulary in talking about the topic. Makes mistakes in answering the questions using some creativity. Participates in group discussion.          <input type="checkbox"/>	Confidently demonstrates rich and vivid vocabulary in talking about the topic. Confidently answers the questions in a creative way. Participates in group discussion actively.          <input type="checkbox"/>

**TERM 4**  
**SUMMATIVE ASSESSMENT TASKS**

### Summative Assessment for the unit “Healthy Habits”

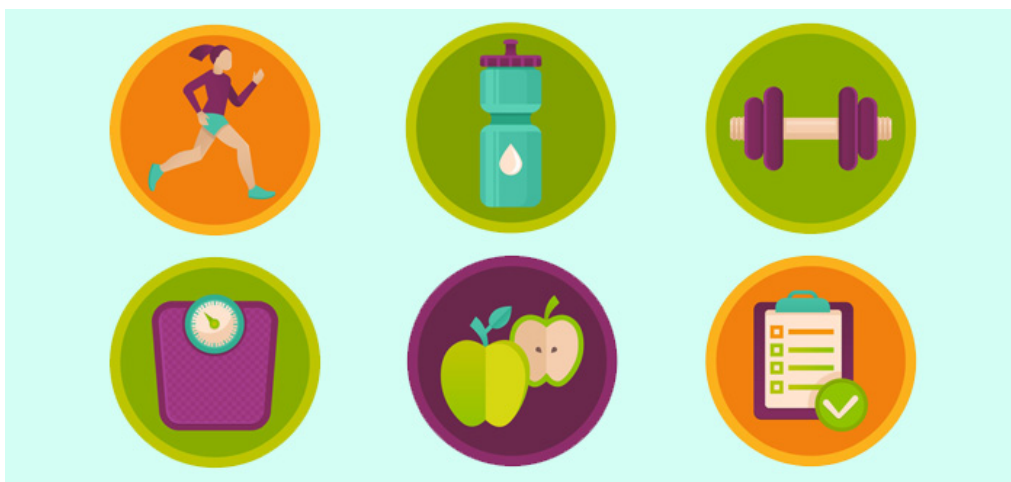
<b>Learning objective</b>	<p>7.L6 Deduce meaning from context with little support in extended talk on a limited range of general and curricular topics</p> <p>7.W5 Develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics</p> <p>7.W9 Punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy</p>
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Figure out the content of a conversation with some support in extended talk</li> <li>• Evolve arguments, reasons, and evidence for a limited range of written genres</li> <li>• Use punctuation marks in a piece of writing</li> </ul>
<b>Level of thinking skills</b>	<p>Application</p> <p>Higher order thinking skills</p>
<b>Duration</b>	20 minutes

#### Listening

**Task 1: Listen to the conversation and fill in the gaps. Use NO MORE THAN THREE WORDS. CD2. Tapescript4.**

Go to the following link to listen to the information: <http://www.listenaminute.com/h/health.html>

I never used 0. to worry about my health until recently. When I was a kid, I did loads of 1\_\_\_\_\_. Even in my twenties and thirties I was very fit and never ill. I have been lucky all my life – always in the best of 2\_\_\_\_\_. I rarely get even 3\_\_\_\_\_. I suppose time catches up with you. Now I seem to be getting lots of little 4\_\_\_\_\_. I should go to the doctor for a health check, but I’m too busy. The older you get, the more you worry about your health. One good thing is that I’m eating more 5\_\_\_\_\_ now than ever before. I no longer have fast food and 6\_\_\_\_\_. I also sleep a lot more. I’ve read that getting seven or eight hours sleep every night is one of the best things you can do for your health.

**Writing***Pre - writing activity.***Part 1: Look at some healthy habits pictures and brainstorm your ideas.****Part 2: Write down about 4 healthy habits you know:****Introduction:** what healthy habits you know and what the most important are

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**Main body:**

\_\_\_\_\_ is good for your \_\_\_\_\_ Example \_\_\_\_\_

\_\_\_\_\_ makes better \_\_\_\_\_ Example \_\_\_\_\_

\_\_\_\_\_ improves and you feel \_\_\_\_\_ Example \_\_\_\_\_

\_\_\_\_\_ is good for your \_\_\_\_\_ Example \_\_\_\_\_

**Conclusion:** give your own opinion why healthy habits are important in a human life.

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Assessment criteria	Task	Descriptor	Mark
		A learner	
Figure out the content of a conversation with some support in extended talk.	1	writes ‘exercise’;	1
		writes ‘health’;	1
		writes ‘a cold’;	1
		writes ‘aches and pains’;	1
		writes ‘healthily’;	1
		writes ‘midnight snacks’;	1
Evolve arguments, reasons, and evidence for a limited range of written genres. Use punctuation marks in a piece of writing.	2	develops supported argument with use of evidence and examples;	1
		supports arguments/ main idea with example and/or reasons;	1
		writes with structure that works well for the topic, purpose, and audience;	1
		orders paragraphs to support development of ideas;	1
		punctuates written work.	1
Total marks			11



**Rubrics for providing information to parents on the results of Summative Assessment for the unit “Healthy Habits”**

**Learner’s name** \_\_\_\_\_

<b>Assessment criteria</b>	<b>Level of learning achievements</b>		
	<b>Low</b>	<b>Middle</b>	<b>High</b>
Figure out the content of a conversation with some support in extended talk.	Experiences challenges in identifying the content of the conversation. Feels great troubles in filling in the gaps correctly. <input type="checkbox"/>	Makes mistakes in identifying the content of the conversation. Feels troubles in filling in the gaps correctly 1. ‘exercise’/ 2. ‘health’/ 3. ‘a cold’/ 4. ‘aches and pains’/ 5. ‘healthily’/ 6. ‘midnight snacks’. <input type="checkbox"/>	Confidently identifies the content of the conversation. Fills in the gaps correctly. <input type="checkbox"/>
Evolve arguments, reasons, and evidence for a limited range of written genres.  Use punctuation marks in a piece of writing.	Experiences challenges in writing supported arguments with use of evidence and examples. The paragraphs are badly- organized. Feels great troubles in using proper punctuation marks. <input type="checkbox"/>	Makes mistakes in writing supported arguments with use of evidence and examples. The written paragraph is understandable for the reader. Feels troubles in writing a well- organised paragraph using proper punctuation marks. <input type="checkbox"/>	Confidently writes supported arguments with use of evidence and examples. The main idea of the written work is evident. Writes with a well- organized paragraph. Uses proper punctuation marks. <input type="checkbox"/>

### Summative Assessment for the unit “Clothes and Fashion”

<b>Learning objective</b>	<p>7.R8 Use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding</p> <p>7.S7 Use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics</p>
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to use a dictionary or digital methods to trace meaning and extend vocabulary</li> <li>• Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences</li> </ul>
<b>Level of thinking skills</b>	<p>Knowledge and comprehension</p> <p>Application</p>
<b>Duration</b>	20 minutes

#### Reading

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

*Learners should use dictionaries or digital on-line tools to check the correctness of the answers.*

*Example: 0. The place where learners study. The school*

Hi! I'm Jeannie and I'm 13 years old. I go to school in our town.

At school we always wear a uniform. Girls wear white shirts, blue skirts and red sweaters with the school emblem. Boys wear white shirts with blue ties and blue trousers. Their sweaters are red, too. All of our shoes are black. We don't like our school uniform. After school my first thing to do is putting off my uniform. I hate skirts and dresses! I like wearing casual clothes. I often go skateboarding, so my favourite pieces of clothes are very comfortable. I like trousers, jeans, shorts, T-shirts, jackets, trainers and I have lots of baseball caps. I never wear dresses and skirts when I'm not at school. Mum says that I should wear girlish clothes, but they are uncomfortable for me!

1. Remaining the same in all cases and at all times; unchanging in form or character.	
1. Behaves, looks, or sounds like a young girl.	
2. Relaxed and used every day/informal style.	
3. A thing serving as a symbol of a particular nation or organization.	
4. A part of something.	
5. Physically relaxed and free.	

## Speaking

**Task 2: Choose the question and be ready to answer it after the teacher starts the conversation. You should add your ideas to the class discussion.**

*Teacher organizes a Socratic seminar which helps teacher to assess learners while they are speaking on the topic “Clothes and Fashion”. Learners are sitting in a circle and answering the question which teacher prepared and cut down beforehand.*

**These are some rules to this task:**

1. Ask questions if you do not understand what someone has said
2. You do not need to raise your hands to speak.
3. Pay attention to your “airtime”.
4. Don’t interrupt.
5. Don’t put down the ideas of another learner.

*Example:* What kinds of clothes are in fashion now?

*Learner’s possible answer:* I am not a modern person and I do not trace fashion and clothes. I think my personal style is casual.

## Assessment Sheet

**Give 1 point for each right answer.**

Criteria	Yes	No
Learner uses at least 5 words on ‘Clothes and Fashion’ topic.		
Learner gives a full answer to the question from the card.		
Learner’s speech is understandable.		
Learner asks at least 2 questions.		
Learner answers at least 2 peers’ questions.		
<b>Total:</b>		

How much money do you spend on clothes? Have you ever worn clothes from elder brothers or sisters?	Have you ever bought second-hand clothes? Why or why not?	Do you have any tattoos or piercings? What do you think of them?
What is the traditional dress where you live? Is it comfortable? Do you ever wear it?	In what way does your grandmother or grandfather dress differently from you?	Is there a dress code at school or at work? Talk about it. What about going to parties or clubs?

Assessment criteria	Task	Descriptor	Mark
		A learner	
Demonstrate the ability to use a dictionary or digital methods to trace meaning and extend vocabulary.	1	writes ‘uniform’	1
		writes ‘girlish’	1
		writes ‘casual’	1
		writes ‘emblem’	1
		writes ‘piece’	1
		writes ‘comfortable’	1
Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.	2	uses at least 5 words on ‘Clothes and Fashion’ topic;	1
		gives a full answer to the question from the card;	1
		makes speech understandable;	1
		asks at least 2 questions.	1
		answers at least 2peers’ questions.	1
Total marks			11

### Rubrics for providing information to parents on the results of Summative Assessment for the unit “Clothes and Fashion”

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

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Demonstrate the ability to use a dictionary or digital methods to trace meaning and extend vocabulary.	Experiences challenges in matching a definition with a proper word. Makes a lot of mistakes in answers while checking the words in a dictionary.  <input type="checkbox"/>	Have troubles in matching a definition with a proper word. Makes mistakes in answers while checking the words in a dictionary. 1. uniform/ 2. girlish /3.casual/ 4. emblem/ 5. piece/ 6. Comfortable.  <input type="checkbox"/>	Confidently matches a definition with a proper word. Makes no mistakes in answers while checking the words in a dictionary.  <input type="checkbox"/>
Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.	Experiences challenges in demonstrating rich and vivid vocabulary in talking about the topic. Experiences difficulties in answering the questions in an interesting way. Feels troubles to participate in group discussion.  <input type="checkbox"/>	Makes mistakes in using rich and vivid vocabulary in talking about the topic. Makes mistakes in answering the questions using some creativity. Participates in group discussion.  <input type="checkbox"/>	Confidently demonstrates rich and vivid vocabulary in talking about the topic. Confidently answers the questions in a creative way. Participates in group discussion actively.  <input type="checkbox"/>