

**Specification of Summative Assessment for term on the subject “English language”  
Grade 8**

## Contents

1. Aim of the Summative Assessment for the term.....	3
2. The document defining the content of the Summative Assessment for the term.....	3
3. Expected outcomes on the subject “English language”, Grade 8.....	3
4. Level of thinking skills on the subject “English language”, Grade 8.....	4
5. Administration rules.....	7
6. Moderation and marking.....	7
SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 1.....	8
SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 2.....	23
SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 3.....	38
SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 4.....	53

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

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

Specification describes the content and procedure for the delivery of the Summative Assessment for the term in "English language" in Grade 8.

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

The Subject Programme for "English language" for 5-9 grades of secondary education on the updated content.

### **3. Expected outcomes on the subject "English language", Grade 8**

#### **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, respecting differing points of view and using feedback for setting personal learning objectives.

#### **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; recognizes the opinion of the speaker with little or no support in extended talk 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; uses appropriate subject-specific vocabulary and syntax to talk about some general and curricular topics.

#### **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; recognizes inconsistencies in argument in short, simple texts on a range of general and curricular topics.

#### **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 imaginary 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; develops with support coherent arguments supported when necessary by examples and reasons on a limited range of general and curricular topics.

#### **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 modal verbs; uses some complex grammar structures such as conjunctions to explain reasons and first conditional and relative clauses on a wide range of familiar topics.

#### **4. Level of thinking skills on the subject “English language”, Grade 8**

<b>Strand</b>	<b>Level of thinking skills</b>	<b>Description</b>	<b>Recommended type of question</b>
Listening	Knowledge and comprehension	Identify with little or no support the main points of texts; recognise most specific information; identify with little or no support most of the details of an argument in extended talk; identify specific information within the framework of familiar topics; identify extended narratives on a wide range of topics;	Questions with multiple choice answers. Questions that require short answer. Questions that require an extended answer.
	Higher order thinking skills	identify most of the implied meaning in extended talk on a range of general and curricular topics; deduce the meaning of listening material with little or no support in extended talk using context clues; recognize speaker’s opinion with little or no support in extended talk; recognise typical features at word, sentence and text level of a growing range of spoken genres;	
Speaking	Application	use formal and informal registers in their talk; use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics;	Questions that require short answer. Questions that require an extended answer.
	Higher order thinking skills	ask more complex questions to get information; recount extended stories and events; explain and justify own point of view; link comments with some flexibility to what others say at sentences or discourse level in pair, group and whole class exchanges; interact with peers to negotiate, agree and	

		<p>organise priorities and plans for completing classroom tasks;</p> <p>respond with some flexibility at both sentence and discourse level to unexpected comments;</p> <p>give an opinion at discourse level.</p>	
Reading	Knowledge and comprehension	<p>Identify the main points in texts;</p> <p>recognize specific information and details;</p> <p>identify the detail of an argument in extended texts on a range of unfamiliar general and curricular topics;</p> <p>read a growing range of extended fiction and non-fiction texts;</p>	<p>Questions with multiple choice answers.</p> <p>Questions that require short answer.</p> <p>Questions that require an extended answer.</p>
	Application	<p>use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding;</p>	
	Higher order thinking skills	<p>recognise typical features at word, sentence and text level;</p> <p>recognize inconsistencies in argument in short texts on a range of general and curricular topics;</p> <p>recognise the attitude and opinion of the writer in extended texts;</p> <p>deduce the meaning from context in short texts and some extended texts.</p>	
Writing	Application	<p>Write with moderate grammatical accuracy on a wide range of familiar general and curricular topics;</p> <p>link and coordinate sentences and paragraphs in a coherent text using a variety of basic connectors on a growing range of familiar general and some curricular topics;</p> <p>correctly use punctuation in a text on a growing range of general and curricular topics;</p> <p>write with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics;</p> <p>use with some support style and register appropriate to a limited variety of written genres on general and curricular topics;</p> <p>use with minimal support appropriate layout at text level;</p> <p>spell most high-frequency vocabulary accurately;</p> <p>use grammatical structures accurately on a growing range of familiar topics;</p> <p>use punctuation marks accurately at text level;</p>	<p>Questions that require short answer.</p> <p>Questions that require an extended answer.</p>

	Higher order thinking skills	<p>plan, write, edit and proofread texts with little or no support;</p> <p>develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres;</p> <p>describe with minimal support about real and imaginary events, activities and experiences of the past.</p>	
Use of English	Application	<p><u>Use:</u></p> <p>some abstract nouns and complex noun phrases;</p> <p>a growing variety of quantifiers for countable and uncountable nouns including <i>several, plenty, a large/small number/amount</i>;</p> <p>a growing variety of compound adjectives and adjectives as participles and some comparative structures including <i>not as...as, much ...than</i> to indicate degree;</p> <p>an increased variety of determiners including <i>all, half, both [of]</i> in pre-determiner function;</p> <p>questions which include a variety of different tense and modal forms on a range of familiar general and curricular topics;</p> <p>a variety of pronouns including indefinite pronouns <i>anybody, anyone, anything</i> and quantitative pronouns <i>everyone, everything, none, more, less, a few</i>;</p> <p>a variety of simple perfect forms to express recent, indefinite and unfinished past</p> <p>a growing variety of future forms including present continuous and present simple with future meaning</p> <p>appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech</p> <p>present continuous forms for present and future meaning and past continuous, including some passive forms. Some reported speech forms for statements, questions and commands: <i>say, ask, tell</i> including reported requests;</p> <p>comparative degree adverb structures not as quickly as / far less quickly with regular and irregular adverbs</p> <p>an increased variety of pre-verbal, post-verbal and end-position;</p> <p>a growing variety of modal forms for different functions: <i>obligation, necessity, possibility, permission, requests, suggestions, prohibition</i>;</p>	<p>Questions with multiple choice answers.</p> <p>Questions that require short answer.</p> <p>Questions that require an extended answer.</p>

		<p>some prepositions before nouns and adjectives; prepositions <i>as, like</i> to indicate manner; dependent prepositions following adjectives;</p> <p>infinitive forms after a limited number of verbs and adjectives; gerund forms after a limited variety of verbs and prepositions; some prepositional verbs and begin to use common phrasal verbs;</p> <p>a growing variety of conjunctions including <i>since, as to explain reasons</i> and the structures <i>so ... that, such a ... that</i> in giving explanations. <i>If / unless/ if only</i> in second conditional clauses and <i>wish [that]</i> clauses [present reference]; a growing variety of relative clauses including <i>why</i> clauses.</p>	
--	--	---	--

## 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.

If learners finish listening (reading) section earlier than 10 minutes they can feel free to come to next section.

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. The time spent on an individual learner should not be more than 3 minutes (1 minute for preparation, 2 minutes for the learner's speech)

#### **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.

Listening – True/False and Gap filling tasks.

Reading – Multiple choice questions with one answer and one question with two answers.

Writing – Writing an informal letter.

Speaking – Individual long-turn talk.

True/False task offers a series of statements each of which should be judged as true or false according to the listening text.

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. Also it can be found after the mark scheme.

The content of the summative assessment for the 1 term should be selected on topics “Our World” and “Daily Life and Shopping”.



**Characteristic of tasks for summative assessment for the 1 term**

<b>Unit</b>	<b>Strand</b>	<b>Learning objective</b>	<b>*Total number of questions</b>	<b>*Question №</b>	<b>*Type of question</b>	<b>*Task description</b>	<b>Time</b>	<b>Total marks</b>
Our World. Daily life and Shopping.	Listening	8.2.3.1 (8.L3) Understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics	6	1 2 3	True / False	Each learner works individually. Task enables learners to identify the details of an argument in the monologue. The task has 3 questions. The question itself comprises an argument which is true or false according to the recording. Learners should be given 1 minute to look through the questions before they listen.	10 minutes	6
		8.2.2.1 (8.L2) Understand with little or no support most specific information in extended talk on a wide range of general and curricular topics		4 5 6	Gap filling	There are 3 sentences with gaps. One word is hidden in each sentence that contains most specific information of the monologue. Learners should be given 1 minute to look through the questions before they listen again. Learners should complete the sentences by writing one word into the gap while listening. Spelling and capitalization are important.		
	Reading	8.4.3.1 (8.R3) Understand the detail of an argument on a range of familiar general and curricular topics, including some extended texts	6	1 2 3 4 5 6	Multiple choice	Each learner works individually. Task 1 comprises 4 wh-questions referring to the writer's ideas. The questions refer to the details of an argument discussed by the writer. Learners circle one correct answer from four alternatives.	10 minutes	6

Unit	Strand	Learning objective	*Total number of questions	*Question №	*Type of question	*Task description	Time	Total marks
						In questions 5 and 6 learners should circle two correct answers.		
	Writing	8.5.3.1 (8.W3) Write with moderate grammatical accuracy on a growing range of familiar general and curricular topics. 8.5.8.1 (8.W8) Spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics.	1	1	Open ended	Each learner works individually. The task has two options. Learners should choose one topic to write. Topic 1. A learner should write an informal letter to a friend giving advice on family relations. The task consists of short information taken from a friend's letter and a plan for writing. Topic 2. A learner should write a letter to a friend inviting him to his country using the given plan.	20 minutes	6
	Speaking	8.3.3.1 (8.S3) Give an opinion at discourse level on a wide range of general and curricular topics.	1	1	Open ended	The speaking task has 8 different cards with 4 open questions. The questions should be on the topics "Our World" and "Life and Shopping". This speaking task is for individual long turn. A learner should choose one card and spend 1 minute for preparation and 2 minutes for speaking. They should provide their own points of view on the topics, explaining and justifying their answers. Teacher can ask additional questions to support if necessary.	3 minutes for an individual	6

<b>Unit</b>	<b>Strand</b>	<b>Learning objective</b>	<b>*Total number of questions</b>	<b>*Question №</b>	<b>*Type of question</b>	<b>*Task description</b>	<b>Time</b>	<b>Total marks</b>
<b>TOTAL:</b>							<b>40 minutes (excluding Speaking)</b>	<b>24</b>
Note: * - sections that can be changed								

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

**Listening**

**Task.** Listen to Trent Simons and mark the following sentences TRUE or FALSE.

*CD3. Tapescript 1.*

*Example:* John and his twin brother go to one and the same school. FALSE

1. John has the same tastes and personalities as his brother. \_\_\_\_\_
2. John and his brother usually play computer games together. \_\_\_\_\_
3. John's parents see him and his brother as two individual people. \_\_\_\_\_

**Listen to Angela Martinez and complete the sentences with NO MORE THAN ONE WORD.**

*CD3. Tapescript 2.*

*Example:* Angela sometimes wonders where her character comes from.

4. Angela's nationality is \_\_\_\_\_.
5. Angela describes her parents as calm and \_\_\_\_\_.
6. Angela's grandmother thinks that her parents are too \_\_\_\_\_.

**Total [6]**

**Reading**

**Task.** Read the text and circle the most suitable answer.

**Checking out second-hand city**

Do you love to go shopping, but seem to spend all your money on just one or two items? If so, why not consider hunting around for cheaper, second-hand options? With a little time and patience, it's possible to find some great bargains. Take a look at the shopping alternatives we've come up with.

**Car Boot Sales**

People bring unwanted things that they dig out of their attics and garages to a car boot sale. Anything from children's toys to sports equipment can turn up at these sales, which are usually held at weekends or on Bank Holidays.

**Second-Hand Shops**

Good second-hand shops can be full of surprises and are often the perfect place to pick up a bargain! Many shops often specialize in certain items such as rare books, designer clothes and antique furniture.

**Charity Shops**

People donate used clothes, shoes, toys and other different items to charity shops where you can usually buy them for next to nothing! The money often goes to help people who are hungry, homeless or who live in poor developing countries.

**Christmas Bazaars**

These are wonderful places to buy handmade gifts, Christmas decorations and second-hand items. The beauty of these bazaars is that all the money raised usually goes to charity, so you can shop till you drop knowing that it's all for a good cause!

So, next time you're in the mood to shop, instead of using your credit card, head for 'second-hand city'.

*Example:* What **does not** the writer say about second-hand bazaars?

- A) The things are usually cheaper there.
- B) The money earned usually goes to charity.
- ☒ C) They are usually organized by the local government.
- D) These bazaars are sometimes a part of traditional holidays.

1. What does this text mainly explain? [1]
  - A) how second-hand sales raise money for charity
  - B) where you can go to buy second-hand things
  - C) why second-hand items are great bargains
  - D) who benefits from second-hand sales
2. What does the writer say about car boot sales? [1]
  - A) A wide range of things may be found on sale there.
  - B) They are a fun way to spend a holiday weekend.
  - C) You probably wouldn't want the things on sale there.
  - D) They are not popular among the traders.
3. What does the writer say about second-hand shops? [1]
  - A) They are not ideal place for purchases.
  - B) They always sell things that have been carefully checked.
  - C) They often sell only one particular type of thing.
  - D) You cannot buy anything unusual there.
4. What does the writer say about charity shops and bazaars? [1]
  - A) They are good places for poor, homeless people to shop.
  - B) They are good because shopping there helps poor people.
  - C) They give second-hand items to people in poor countries.
  - D) They sell tasty Christmas food and drinks.
- 5, 6. Which **TWO** of the following statements might the writer agree with? [2]
  - A) Do your second-hand shopping at weekends, Christmas and on Bank Holidays.
  - B) First decide what you want to buy then find the place that specializes in it.
  - C) Second-hand shopping takes a bit longer, but it's worth it.
  - D) The main purpose of Christmas Bazaars is to raise money.

**Total [6]**

## Writing

**Task.** Choose **ONE** of the topics to write.

**Topic 1.** You received a letter from your friend in which he/she says that he/she is having a problem in communication with his/her older sister. Write a reply giving your friend advice on how to make better relations with his/her family member. Use the following plan:

Dear .....

**(Paragraph 1)** - write a salutation to your friend

**(Paragraph 2)** - express your sympathy, offer help

**(Paragraph 3)** - give your advice

Your friend,  
.....

**Topic 2.** Write a letter to your friend inviting him/her to your country/city and describe how you would spend one day. Use the following plan:

Dear .....,

**(Paragraph 1)** - write a salutation to your friend

**(Paragraph 2)** - offer your friend to come

**(Paragraph 3)** - describe a day

Your friend,  
.....

**Total [6]**

## Speaking

**Task.** Choose 1 card and answer the questions. You have 1 minute to prepare and 2 minutes to speak.

### Card 1

Please, answer the following questions giving details and using topic related vocabulary:

1. What rules do you have in your family?
2. Are there any rules all your families share? (doing household chores, preparing meals, watching TV, talking on the phone)
3. Who usually sets rules in your family?
4. Are there any rules that you do not agree with? Why?

### Card 2

Please, answer the following questions giving details and using topic related vocabulary:

1. In what ways are you similar to and different from your grandparents, parents, brothers and sisters?
2. Who are you most/least similar to in your family? (character, habits, looks)
3. Do you know anyone who is an only child? What are they like?
4. Do you think being an only child is good?

### Card 3

Please, answer the following questions giving details and using topic related vocabulary:

1. Can you tell us about your positive qualities?
2. What can you tell us about your negative qualities?
3. How have you changed over the last five years? (habits, personality, likes and dislikes)
4. What do you want to change now?

### Card 4

Please, answer the following questions giving details and using topic related vocabulary:

1. What types of families do you know?
2. Could you describe at least two types discussing advantages and disadvantages?
3. Can you tell us something unusual or special about your family?

4. Who do you trust most in your family? Why?

#### **Card 5**

Please, answer the following questions giving details and using topic related vocabulary:

1. What's the best thing about spending time with your family?
2. What's the worst thing?
3. Do you think parents should be strict with their children?
4. Should parents be leaders or friends? Explain why.

#### **Card 6**

Please, answer the following questions giving details and using topic related vocabulary:

1. Can you tell us something you are into doing by yourself?
2. Can you tell us something you do not like doing by yourself?
3. What do you mainly use social networking for?
4. What the advantages and disadvantages of social networking?

#### **Card 7**

Please, answer the following questions giving details and using topic related vocabulary:

1. What do you prefer wearing at leisure time? Why?
2. Where do you usually buy your clothes?
3. How is your daily life different from British/Russian/Japanese/American. Please, choose one and give reasons why.
4. How is it alike?

#### **Card 8**

Please, answer the following questions giving details and using topic related vocabulary:

1. What do you think about extreme makeover?
2. What does happiness mean for you?
3. What should people do in order to be happy?
4. How has the meaning of happiness changed in last ten years?

**Total [6]**  
**Total marks\_ /24**

**Mark scheme**  
**Listening and Reading**

<b>Question №</b>	<b>Answer</b>	<b>Mark</b>	<b>Additional information</b>
1	False	1	
2	False	1	
3	True	1	
4	Chinese	1	
5	patient	1	
6	liberal	1	
1	B	1	
2	A	1	
3	C	1	
4	B	1	
5	C	1	In any order
6	D	1	
<b>Total marks</b>		<b>12</b>	



**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.

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

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

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

## CRITERIA FOR MARKING SPEAKING

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

<b>Mark / Criterion</b>	<b>Development and Fluency</b>	<b>Grammar and Vocabulary</b>
<b>6</b>	<ul style="list-style-type: none"> <li>Shows sustained ability to maintain a conversation and to make relevant contributions at some length.</li> <li>Produces extended stretches of language despite some hesitation.</li> <li>Can respond to a change in direction of the conversation.</li> <li>Pronunciation is intelligible.</li> <li>Intonation is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Produces error-free simple sentences.</li> <li>Attempts some complex grammatical forms, but may make errors, which rarely cause comprehension problems.</li> <li>Uses a range of appropriate vocabulary to give and exchange views on a growing range of general and curricular topics.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation.</li> <li>Produces mostly extended stretches of language despite some hesitation, although instances of using short phrases may be present.</li> <li>Can generally respond to a change in direction of the conversation.</li> <li>Pronunciation is generally intelligible.</li> <li>Intonation is generally appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Produces error-free simple sentences.</li> <li>Uses a range of appropriate vocabulary when talking about a range of general and curricular topics.</li> <li>Occasional mistakes do not cause comprehension problems.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Attempts to respond to questions and prompts.</li> <li>Produces responses which are extended beyond short phrases, despite hesitation.</li> <li>Effort will need to be made to develop the conversation; only partial success will be achieved.</li> <li>Pronunciation is mostly intelligible.</li> <li>May not follow English intonation patterns at times.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently produces error-free simple sentences.</li> <li>Uses appropriate vocabulary to talk about a limited range of general and curricular topics.</li> <li>Errors may cause comprehension problems.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Responses tend to be brief and are characterized by frequent hesitation.</li> <li>Has to be encouraged to go beyond short responses and struggles to develop a conversation.</li> <li>There is a lack of intelligibility of pronunciation, but it is unlikely</li> </ul>	<ul style="list-style-type: none"> <li>Produces basic sentence forms and some correct simple sentences.</li> <li>Uses a limited range of appropriate vocabulary to talk about a limited range of general topics.</li> <li>Errors are frequent and may lead to misunderstanding.</li> </ul>

	<ul style="list-style-type: none"> <li>to impede communication.</li> <li>May not follow English intonation patterns frequently.</li> </ul>	
2	<ul style="list-style-type: none"> <li>Responses are so brief that little is communicated.</li> <li>Barely engages in a conversation.</li> <li>Pronunciation may cause some communication difficulty.</li> <li>Does not follow English intonation patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts basic sentence forms, but with limited success.</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>Heavily relies on apparently memorized utterances.</li> <li>Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics.</li> <li>Makes numerous errors except in memorized expressions.</li> </ul>
1	<ul style="list-style-type: none"> <li>No communication possible.</li> <li>Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.</li> </ul>	<ul style="list-style-type: none"> <li>Cannot produce basic sentence forms.</li> <li>Can only produce isolated words and phrases or memorized utterances.</li> </ul>
0	<ul style="list-style-type: none"> <li>No attempt at the response.</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>No ratable language.</li> </ul>	

### *Transcript 1*

#### **Speaker 1 – Trent Simons**

People think identical twins have the same tastes and personalities, but my brother and I are very different: I'm keen on sport and I'm really fit and active; he hardly ever does anything. I'm confident, I go out, I'm a captain of the football team, but he's really quiet. He has friends, but they're a bit strange and they always play video games together. We're probably different because we go to different schools and my parents don't treat us as 'the twins', you know, as one person. Apart from our appearance, I think the only thing that is genetic is having poor sight. But then he wears thick glasses and I wear contact lenses!

### **Transcript 2**

#### **Speaker 2 – Angela Martinez**

Being adopted, I occasionally wonder where my character comes from. I get good grades at school and people say Chinese are good students and very determined. But then so are my adoptive parents. My dad and mom have a clothes shop in Madrid. I've learnt a lot from them. Also I want to be a doctor like my uncle and I know I have to study to do that. I sometimes get frustrated if things go bad and I get really angry. Both my parents are very calm and patient – they never shout. Maybe my anger is because of my genes – but my gran says it's because I have no brothers or sisters and my parents are too liberal!

## **SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 2**

### **Review of summative assessment for term2**

#### **Duration of the summative assessment – 40 minutes**

Listening – 10 minutes

Reading – 10 minutes

Writing – 20 minutes

Speaking task is conducted separately. The time spent on a pair work should not be more than 4 minutes (1 minute for preparation, 3 minutes for the learners' conversation)

#### **Total marks - 24**

#### **The structure of the summative assessment**

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

Listening – Open-ended questions

Reading – True/False with explanation and open - ended tasks.

Writing – Writing a review.

Speaking – Speaking in pairs.

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

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. Also it can be found after the mark scheme.

The content of the summative assessment for the 2 term should be selected on topics “Entertainment and Media” and “Sport, Health and Exercise”.

**Characteristic of tasks for summative assessment for the 2 term**

<b>Unit</b>	<b>Strand</b>	<b>Learning objective</b>	<b>*Total number of questions</b>	<b>*Question №</b>	<b>*Type of question</b>	<b>*Task description</b>	<b>Time</b>	<b>Total marks</b>
Entertainment and Media. Sport, Health and Exercise.	Listening	8.2.6.1 (8.L6) Deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics.	6	1 2 3 4 5 6	Open ended	Each learner works individually. Task enables learners to identify meaning from the context. The task contains data. Learners should choose specific information from the recording which refers to the data and write them. Learners should be given 1 minute to look through the questions before they listen. Learners should listen to recording twice.	10 minutes	6
	Reading	8.4.5.1 (8.R5) Deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics.  8.4.2.1 (8.R2) Understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some	6	1 2 3  4 5 6	True / False    Open ended	Each learner works individually. Task enables learners to identify whether the given statements are true or false according to the context and explain their choice. The question itself comprises a sentence taken from the text that carries specific information about what is told in the text. There are 3 open-ended questions that ask learners to give answer referring to the writer's opinion. It is possible to write the number of a paragraph (to which the question	10 minutes	6

Unit	Strand	Learning objective	*Total number of questions	*Question №	*Type of question	*Task description	Time	Total marks
		extended texts.				refers) next to the question. There is no limit to the number of words in the answer.		
	Writing	<p>8.5.3.1 (8.W3) Write with moderate grammatical accuracy on a growing range of familiar general and curricular topics</p> <p>8.5.4.1 (8.W4) Use with some support style and register appropriate to a variety of written genres on general and curricular topics.</p> <p>8.5.8.1 (8.W8) Spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics.</p>	1	1	Open ended	<p>Each learner works individually. The task has two options:</p> <p>Topic 1. A learner should write a review of a computer game using topic related vocabulary and an appropriate register. The task may give a learner some clues that guide their writing.</p> <p>Topic 2. A learner should write a review of a gym using topic related vocabulary and an appropriate style. The task may give a learner some clues that guide their writing.</p>	20 minutes	6
	Speaking	<p>8.3.5.1 (8.S5) Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks.</p> <p>8.3.7.1 (8.S7) Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some</p>	1	1	Open ended	The task has 8 different cards with 4 questions. The questions should be on the topics 'Entertainment and Media' and 'Sport, Health and Exercise'. Learners pair up and have a two-way conversation discussing the given questions. Learners should use topic specific vocabulary while responding to	4 minutes for a work in pairs	6



<b>Unit</b>	<b>Strand</b>	<b>Learning objective</b>	<b>*Total number of questions</b>	<b>*Question №</b>	<b>*Type of question</b>	<b>*Task description</b>	<b>Time</b>	<b>Total marks</b>
		curricular topics.				the questions. They have 1 minute to prepare and 3 minutes to speak. They provide their own points of view on topics, explaining and justifying their positions. Teacher can ask additional questions if necessary.		
<b>TOTAL:</b>							<b>40 minutes (excluding Speaking)</b>	<b>24</b>
Note: * - sections that can be changed								

## Sample questions and mark scheme

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

#### Listening

**Task.** Listen to the recording about Schumacher's career. Write to what people and events these numbers and dates refer to.

CD3. Tapescript 3.

Transcript also can be found after the mark scheme.

Example:

1977 car accident with Jacques Villeneuve at Grand Prix

- |                           |     |
|---------------------------|-----|
| 1. 4 March _____          | [1] |
| 2. £1.3 million _____     | [1] |
| 3. 1994 _____             | [1] |
| 4. 1999 _____             | [1] |
| 5. over 1.5 seconds _____ | [1] |
| 6. 18 March _____         | [1] |

**Total [6]**

#### Reading

**Task.** Read the statements, decide if they are TRUE or FALSE and explain your choice.

#### The power of advertising over kids

1. Advertising has an influence on everyone in one way or another, but it especially has had an influence on children.

2. Advertising influences children's choice of toys. If a television commercial displays children laughing and playing, children think it must be a great toy, regardless of the type. For example, my three old desperately wants a skateboard for Christmas. Every time he sees a skateboard commercial, he gets excited. He believes that if he had a skateboard, he would instantly have the same fun and skill as the boys on television.

3. Another influence advertising has had is on the clothes children want to wear. Clothes from Wal-Mart and K-Mart are no longer satisfactory. Brand names such as GAP, Tommy Hilfiger, and American Eagle are much more appealing to them. My teenage daughter is constantly looking through catalogs and magazines, examining each outfit down to the last detail. She continuously wants to change her wardrobe to keep up with the latest fashion trends and most popular brand names.

4. Last, advertising influences the food children want to eat. Cartoon characters are placed on boxes of foods such as crackers and cereal to influence young children.

5. As long as companies to target our youth with advertising jingles, slogans, and cartoon characters, children and teenagers will continue to be influenced by the product with the most advertising appeal.

		True	False	Explanation
0	<b>Example:</b> Advertising does not influence the children.		<b>V</b>	Advertising has an influence on everyone, but it especially has had an influence on children.
1	Children want to buy products			

	they see in the advertisement even if they don't know what it is.			
2	Teens and children don't care about the latest fashion.			
3	Companies do not use the famous cartoon characters to sell their products.			

**Read the article again and write the answers from the text.**

4. What is the aim of an advertisement? (paragraph 1)  
\_\_\_\_\_ [1]
5. What does a child believe if he had a skateboard? (paragraph 2)  
\_\_\_\_\_ [1]
6. Why does a teenage girl want to change her wardrobe? (paragraph 3)  
\_\_\_\_\_ [1]

**Total [6]**

## Writing

**Task.** Choose **ONE** of the topics to write.

**Topic 1.** Write a review of a computer game that you have played lastly. Tell what it is, how it can be played and your opinion. Use the style and structure of a review and topic related vocabulary.

**Topic 2.** Write a review of a gym you have visited lastly. Tell what and where it is, what you can do there and your opinion. Use the style and structure of a review and topic related vocabulary.

**Total [6]**

## Speaking

**Task.** Choose 1 card and answer the questions. You have 1 minute to prepare and 3 minutes to speak. While speaking do not forget to use topic related vocabulary. Show interaction asking and answering questions.

### Card 1

1. Do you think the news influences people too much?
2. Should people believe the information on mass media?
3. Would you like to work for the media? Why? Why not?
4. What are the good and bad things about the media in your country?

### Card 2

1. Do you think you are a physically active person?
2. How much physical activity do you do every day?

3. Would you like to be fitter? How?
4. What new sport would you like to take up, if you could?

**Card 3**

1. What do you think about the way you eat every day?
2. How much water do you drink every day?
3. Are you usually excited about trying new food?
4. Do you think your diet needs to improve? In what way?

**Card 4**

1. Are the hospitals good in your country?
2. Have you ever been to hospital?
3. Did you have to wait long? What was the service like?
1. Were there any situations when you preferred home remedy to a visit to doctor's? Why?

**Card 5**

1. In your opinion, what makes people feel happy?
2. Do you agree with the statement that healthy people are happy people? Why or why not?
3. What is the difference between traditional and non-traditional medicine?
4. What are the pros and cons of each of them?

**Card 6**

1. How would you describe modern information technology?
2. What problems are caused by modern information technology?
3. What new technologies are becoming popular?
4. What other technologies do you think will be invented in the future?

**Card 7**

1. Do you prefer to keep up with the latest news? How?
2. Do you know anybody who has ever been on the news? What was the story?
3. Do the media concentrate too much on "bad news" and not enough on "good news" stories?
4. What do you think about the future of mass media?

**Card 8**

1. What ways of entertainment are popular among the teenagers?
2. What genre of movies and TV shows do you tend to watch the most?
3. Could you live without seeing another movie again? Why or why not?
4. Would the world be a better place without TVs and movie theatres? Why or why not?

**Total [6]**  
**Total marks \_/24**

**Mark scheme**  
**Listening and Reading**

<b>Question №</b>	<b>Answer</b>	<b>Mark</b>	<b>Additional information</b>
1	(was) the first Grand Prix race	1	The learners may write their answers using their own words with the correct information from the monologue.
2	had to pay (payment) for breaking an agreement (rule)	1	
3	first accident (at the Australian Grand Prix)	1	
4	car accident/broke his leg (at the British Grand Prix)	1	
5	won the race (at the Australian Grand Prix)	1	
6	won the race (at The Malaysian Grand Prix)	1	
1	True. <i>Explanation:</i> Advertising influences children's choice of toys.	1	The learners may answer using their own words or information from the text. It can be part of the sentence or a full sentence.
2	False. <i>Explanation:</i> Another influence advertising has had is on the clothes children want to wear.	1	
3	False. <i>Explanation:</i> Companies use cartoon characters to influence on children.	1	
4	to have an influence on everyone (especially children)	1	A learner may paraphrase the sentences.
5	he would have the same fun and skills as the boys on television	1	
6	to keep up with the latest fashion trends	1	
<b>Total marks</b>		<b>12</b>	

**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.

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

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

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



	context to verify meaning.
--	----------------------------

## CRITERIA FOR MARKING SPEAKING

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

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

3	<ul style="list-style-type: none"> <li>• Responses tend to be brief and are characterized by frequent hesitation.</li> <li>• Has to be encouraged to go beyond short responses and struggles to develop a conversation.</li> <li>• There is a lack of intelligibility of pronunciation, but it is unlikely to impede communication.</li> <li>• May not follow English intonation patterns frequently.</li> </ul>	<ul style="list-style-type: none"> <li>• Produces basic sentence forms and some correct simple sentences.</li> <li>• Uses a limited range of appropriate vocabulary to talk about a limited range of general topics.</li> <li>• Errors are frequent and may lead to misunderstanding.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Responses are so brief that little is communicated.</li> <li>• Barely engages in a conversation.</li> <li>• Pronunciation may cause some communication difficulty.</li> <li>• Does not follow English intonation patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts basic sentence forms, but with limited success.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Heavily relies on apparently memorized utterances.</li> <li>• Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics.</li> <li>• Makes numerous errors except in memorized expressions.</li> </ul>
1	<ul style="list-style-type: none"> <li>• No communication possible.</li> <li>• Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot produce basic sentence forms.</li> <li>• Can only produce isolated words and phrases or memorized utterances.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No attempt at the response.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• No ratable language.</li> </ul>	



*Transcript 3*

### Formula 1: Man and Machine

To win in Formula One, you need the perfect driver and the perfect car. Last year that meant Michael Schumacher and Ferrari. Can the man and the machine do the same this year? Will Schumacher and Ferrari rule this season, too?

In a way, Formula One is a race between teams of engineers. The different teams try to make their car the fastest and the best. Ferrari's Formula One car is a wonderful machine. Jean Todt is the Sporting Director of the Ferrari team. The first Grand Prix race of the season was on 4 March in Melbourne, Australia. Before this race Todt said that this year's car was fast enough to win the pole position. And then win the race. He thinks that this is Ferrari's fastest car in the last few years. The car is ready – what about the driver?

Michael Schumacher has had a big problem this year. He had to pay £1.3 million to a company for breaking an agreement to wear their helmets. This wasn't Schumacher's first problem in the sport. He has been in trouble with race officials after crashes in races. The first was with Damon Hill in 1994 at the Australian Grand Prix. Schumacher still won the race. Then in 1997 he crashed with Jacques Villeneuve. After that accident, Grand Prix officials didn't let Schumacher drive in the next race. In 1999 he crashed again, this time during the British Grand Prix, and broke his leg. But many people still think that Schumacher is the best driver in the world.

Todt was right about his car for the first race of the season – Schumacher's Ferrari started the Australian Grand Prix in pole position. There was one problem. Schumacher put his hand up during the race. At first the team was worried that the car had a serious problem. In fact, Schumacher was having more helmet problems! But the race still went well for the team. Schumacher was far in front of the other cars, so he didn't drive hard in the later laps. He still won the race by over 1.5 seconds. But there was sadness on the day because an official was killed in an accident during the race. Schumacher won the second race of the season too. The Malaysian Grand Prix on the 18 March.

So the perfect man and machine made a great start to the season. But will Schumacher and Ferrari celebrate at the end of the season? Todt is sure that there are no problems with the car. The question is Schumacher. Can he stay out of trouble and drive Ferrari to success again? He thinks that he can. Now every other Formula One driver wants to prove that he is wrong.

## **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. The time spent on an individual learner should not be more than 3 minutes (1 minute for preparation, 2 minutes for the learner's speech).

#### **Total marks - 24**

#### **The structure of the summative assessment**

This summative assessment consists of tasks: listening, reading, writing and speaking. Different types of tasks are used in the summative assessment for the term.

Listening – Multiple matching task with explanation.

Reading – Multiple matching and open ended tasks.

Writing – Writing a story or newsletter.

Speaking – Individual long-turn.

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

Multiple matching tasks require learners match sentences or phrases or questions to extracts or to paragraphs or sections of the passage.

Tapescript for listening task can be found in CD3. Also it can be found after the mark scheme.

The content of the summative assessment for the 3 term should be selected on topics “Reading for pleasure”, “The Natural World” and “Travel and Transport”.

### 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. The Natural World. Travel and Transport.	Listening	8.2.2.1 (8.L2) Understand with little or no support most specific information in extended talk on a wide range of general and curricular topics. 8.2.4.1 (8.L4) Understand with little or no support most of the implied meaning in extended talk on a range of general and curricular topics.	6	1 2 3 4 5 6	Multiple matching	Each learner works individually. Task comprises a piece of information related to one of the speakers. Learners should match this information with the right speaker's name and circle it. Learners should identify implied meaning in what the speakers say and explain their choice. Learners should be given 1 minute to look through the questions before they listen again.	10 minutes	6
	Reading	8.4.7.1 (8.R7) Recognise typical features at word, sentence and text level in a range of written genres.  8.4.5.1 (8.R5) Deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics.	6	1 2 3  4 5 6	Gap filling   Open ended	Each learner works individually. Task 1 enables learners to recognize patterns at text level. The task comprises 4 sentences taken from the context. Learners need to use three of them, one is odd. Learners should put these sentences into the gaps according to the context. Open ended questions enable learners identify meaning of the words or phrases according to the context. The question itself comprises definition of a word or a phrase and shows which paragraph	10 minutes	6

Unit	Strand	Learning objective	*Total number of questions	*Question №	*Type of question	*Task description	Time	Total marks
						it is taken from.		
	Writing	<p>8.5.4.1 (8.W4) Use with some support style and register appropriate to a variety of written genres on general and curricular topics.</p> <p>8.5.7.1 (8.W7) Use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics.</p>	1	1	Open ended	<p>Each learner works individually. The task has two options:</p> <p>Topic 1. A learner should write a story describing an imaginary or real adventure. The task consists of short information and a plan for writing.</p> <p>Topic 2. A learner should write a newsletter describing an imaginary or real event. The task consists of short information and a plan.</p>	20 minutes	6
	Speaking	<p>8.3.7.1 (8.S7) Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics.</p> <p>8.3.8.1 (8.S8) Recount some extended stories and events on a range of general and curricular topics.</p>	1	1	Open ended	<p>The speaking task has 8 different cards with 4 open questions. The questions on the topics Reading for Pleasure and The Natural World and Travel and Transport. This speaking task is for individual long turn. A learner should choose one card and spend 1 minute for preparation and 2 minutes for speaking. They should provide their own points of view by describing and recounting some stories and events and using topic</p>	3 minutes for an individual	6

<b>Unit</b>	<b>Strand</b>	<b>Learning objective</b>	<b>*Total number of questions</b>	<b>*Question №</b>	<b>*Type of question</b>	<b>*Task description</b>	<b>Time</b>	<b>Total marks</b>
						related vocabulary accurately. Teacher can ask additional questions if necessary.		
<b>TOTAL:</b>							<b>40 minutes (excluding Speaking)</b>	<b>24</b>
Note: *-sections that can be changed								

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

**Listening**

**Task.** Listen to Andrew, Rachel and Layla talking about their experiences abroad. Find who has such kind of experience, circle the name and write explanation.

*CD3. Tapescript 4,5,6.*

*Transcript also can be found after the mark scheme.*

No		Name of the person	Explain why
0	<i>had problems with language</i>	Andrew Layla <u>Rachel</u>	<i>She could not communicate very well.</i>
1	felt homesick	Andrew Layla Rachel	
2	enjoyed the old buildings	Andrew Layla Rachel	
3	was overwhelmed	Andrew Layla Rachel	
4	didn't like the rainy weather	Andrew Layla Rachel	
5	made friends with people from her/his country	Andrew Layla Rachel	
6	found difficult to adjust to late dinner	Andrew Layla Rachel	

**Total [6]**



## Reading

**Task.** Read the text carefully. Three sentences are missing in the text. Choose from the sentences A-D the one which fits each gap 1-3. There is one sentence that you do not need.

### Monarch without a kingdom

I. This November a hundred million butterflies will drop from the sky over Mexico, like autumn leaves. But for how long? Genetically modified maize could mean extinction for this beautiful butterfly. Rafael Ruiz reports.

II. In November, millions of Monarchs fall like bright, golden rain onto the forests in the mountains of central Mexico. In the silence of these mountains you can hear a strange flapping of wings, as the Monarchs arrive at their destinations. 1) \_\_\_\_\_

III. Before reaching their journey's end they have faced strong winds, rain and snowstorms and they do not all manage to reach their destination. When the winters are really bad, perhaps 70 per cent of them will not survive. Their long journey to Mexico is thought to be one of the most amazing events in the whole of the American continent. When they get there they will stay until the beginning of April, when their internal calendar tells them that it is time to go back. 2) \_\_\_\_\_

IV. These delicate creatures now face danger of another kind – from scientific progress.

3) \_\_\_\_\_. Laboratory experiments have shown that half of the butterflies which feed on the leaves of genetically modified maize die within 48 hours. Not all experts agree that this variety of maize is responsible for the threat to the Monarchs. In spite of these doubts, the European Union has refused to approve new crops of genetically modified maize until further investigations have been carried out.

- A. In the US, millions of farms grow genetically modified maize which is pure poison for the butterfly.
- B. In the mountains, which reach a height of 3,000 metres, the butterflies are safe.
- C. According to the investigations of the European Union, the Monarch butterfly may disappear in several decades.
- D. The long journey, with all its dangers, begins again.

[3]

**Find words in the text which have a similar meaning to these definitions.**

*Example:* An organism containing genetic material that has been artificially altered genetically modified.

- 4. when a particular kind of animal no longer exists (paragraph I) \_\_\_\_\_ [1]
- 5. the noise wings make as they move (paragraph II) \_\_\_\_\_ [1]
- 6. what a scientist does in order to find something out (paragraph IV) \_\_\_\_\_ [1]

**Total [6]**

## Writing

**Task.** Choose **ONE** of the topics to write.

**Topic 1.** You are asked to write a story with the title 'An Exciting Adventure' for your school magazine. Write 3 paragraphs using the plan below:

**(Paragraph 1)** - when / where / description of the main characters

**(Paragraph 2)** - events in the order they happened/ your feelings

**(Paragraph 3)** - the end of the story (resolution)

**Topic 2.** You are asked to write an article about ‘**The Saiga**’ for your school newsletter ‘Our Endangered Planet’. Write 3 paragraphs using the plan below:

**(Paragraph 1)** - short information about the Saiga (what / where)

**(Paragraph 2)** - why it is endangered

**(Paragraph 3)** - ways of preservation

**Total [6]**

## **Speaking**

**Task** Choose 1 card and answer the questions. You have 1 minute to prepare and 2 minutes to speak.

### **Card 1**

1. What challenges do people face when live or study abroad?
2. What difficulties do they face?
3. How do they feel?
4. In what ways does their life change?

### **Card 2**

1. What ways of travelling would you prefer?
2. What types of travelling do you know?
3. What transport would you choose and why?
4. What are the advantages and disadvantages of this way of travelling?

### **Card 3**

1. Have you ever experienced culture shock?
2. When did you experience culture shock?
3. What problems did you face?
4. How did you cope with them?

### **Card 4**

1. What safety rules should you know before travelling to another country?
2. Could you share your bad travel experiences?
3. How did you feel?
4. What would you do differently in order to avoid such situations?

### **Card 5**

1. What modes of transport do you know?
2. What are the most and least safe ways of travelling?
3. What transport is popular in your country? Why?
4. What are the future trends of transport in your country?

### **Card 6**

1. What animals, which are in danger of extinction, do you know?
2. Why do animals become extinct?
3. What does your country do in order to solve the problem of animal extinction?
4. What are your responsibilities in order to solve this problem?

### **Card 7**

1. What is world heritage?
2. What world heritage sites do you know?
3. What specific world heritage is there in Kazakhstan?

4. What special animal is a heritage in Kazakhstan?

**Card 8**

1. What do you think about reading a book?
2. What do people of your age prefer reading?
3. What do you like reading?
4. Is reading popular nowadays? Why or why not?

**Total [6]**

**Total marks \_/24**

**Mark scheme**  
**Listening and Reading**

<b>Question №</b>	<b>Answer</b>	<b>Mark</b>	<b>Additional information</b>
1	Rachel/ She missed her family/wanted to go home.	1	The answer must have an explanation. Only in this case the learner will have one point. The learners may write their answers using their own words with the correct information from the recording. It can be part of the sentence or a full sentence.
2	Andrew/ They were really amazing.	1	
3	Layla/ Everything was different.	1	
4	Andrew/ He had trouble getting used to that.	1	
5	Layla/ She was not felling comfortable.	1	
6	Rachel/ She didn't get used to eating at late hour.	1	
1	B	1	
2	D	1	
3	A	1	
4	extinction	1	
5	flapping	1	
6	(laboratory) experiment	1	experiments
<b>Total marks</b>		<b>12</b>	

**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.

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

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

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

	context to verify meaning.
--	----------------------------

## CRITERIA FOR MARKING SPEAKING

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

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



3	<ul style="list-style-type: none"> <li>• Responses tend to be brief and are characterized by frequent hesitation.</li> <li>• Has to be encouraged to go beyond short responses and struggles to develop a conversation.</li> <li>• There is a lack of intelligibility of pronunciation, but it is unlikely to impede communication.</li> <li>• May not follow English intonation patterns frequently.</li> </ul>	<ul style="list-style-type: none"> <li>• Produces basic sentence forms and some correct simple sentences.</li> <li>• Uses a limited range of appropriate vocabulary to talk about a limited range of general topics.</li> <li>• Errors are frequent and may lead to misunderstanding.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Responses are so brief that little is communicated.</li> <li>• Barely engages in a conversation.</li> <li>• Pronunciation may cause some communication difficulty.</li> <li>• Does not follow English intonation patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts basic sentence forms, but with limited success.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Heavily relies on apparently memorized utterances.</li> <li>• Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics.</li> <li>• Makes numerous errors except in memorized expressions.</li> </ul>
1	<ul style="list-style-type: none"> <li>• No communication possible.</li> <li>• Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot produce basic sentence forms.</li> <li>• Can only produce isolated words and phrases or memorized utterances.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No attempt at the response.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• No ratable language.</li> </ul>	

#### *Transcript 4*

#### Moving around

#### 1. Andrew

When I was in college, I spent a semester studying in London. And even though we speak the same language, English people and people from the US are very different. I guess I felt that people from the US have a bad reputation. Some people think we're loud, and that we speak our minds too much. So I tried to listen a bit more and not be so assertive, if that makes sense. I wanted to make a good impression. I suppose I shouldn't have worried about it, but I did. And, you know, I think it worked somehow.

I loved the lifestyle in London. During my free time, I had a lot of fun playing soccer with my British friends – of course they call it football over there. And I really loved the old buildings. I mean they're really old. We don't have anything that old in the US, so that part was pretty amazing! Another thing was TV. The British have a different sense of humour very dry. I really like it. Their shows are really funny!

I'd have to say my experience was a positive one overall, except for the rainy weather, of course. I had trouble getting used to that.

*Transcript 5*

**2. Rachel**

I lived in Madrid for a whole year. And I have to be honest and say that at first, well, I wasn't very happy. You see, I was homesick. I missed my family, and I just wanted to go home. Part of the problem was my Spanish. I couldn't communicate very well.

But I love to eat! And that's what really saved me. I tried tapas, those small plates of food with bite-sized portions that they serve in places all over the city. There were so many kinds! Fried squid, sausages, olives, all kinds of meat and seafood in sauces ... Oh! It makes me hungry just thinking about it. And of course, tapas are meant to be shared with other people, so it's really fun. I made some Spanish friends, and we'd go out for tapas all the time. So, I got to eat a lot of delicious food, and of course, my Spanish improved dramatically as well. But there was one thing that was difficult to adjust to, and that was that dinner was always served at a late hour. I wasn't used to eating at eleven o'clock at night!

*Transcript 6*

**3. Layla**

I came to the U.S. from the Middle East. My family opened up a restaurant here. At first, I found it difficult. Everything seemed so different. Just using public transportation, for example, or going to a doctor, as so different. I was pretty overwhelmed. And I guess because I wasn't feeling comfortable, I tended to make friends only with people from my country. I felt like I was living in a bubble, separated from the rest of the people all around me. But once I started feeling more confident about my English, I started meeting local people. I found them very friendly and open, and it turned out to be very easy to make friends.

But there was one thing about people from the U.S. that bothers me at first. I found it hard to get used to the way they talked so much about themselves. It took me a long time to understand that you were supposed to talk about yourself, too, because that is how people get to know one another. It's still hard for me to talk a lot about myself, but I'm getting better at it.

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

**Duration of summative assessment - 40 minutes**

Listening – 10 minutes

Reading – 10 minutes

Writing – 20 minutes

Speaking task is conducted separately. The time spent for a pair should not be more than 4 minutes (1 minute for preparation, 3 minutes for the learners' speech)

**Total marks - 24**

**The structure of the summative assessment**

This summative assessment consists of tasks: listening, reading, writing and speaking. Different types of tasks are used in the summative assessment for the term.

Listening – True/False and Gap-filling tasks.

Reading – True/False and Sentence completion tasks.

Writing – Writing an essay.

Speaking – Two-way discussion.

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

Multiple matching tasks require learners match sentences or phrases or questions to extracts or to paragraphs or sections of the passage.

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

Transcript can be found after the mark scheme.

The content of the summative assessment for the 4 term should be selected on topics “Food and Drink” and “The World of Work”.

**Characteristic of tasks for summative assessment for the term 4**

<b>Unit</b>	<b>Strand</b>	<b>Learning objective</b>	<b>*Total number of tasks</b>	<b>*Task №</b>	<b>*Type of question</b>	<b>*Task description</b>	<b>Time</b>	<b>Total marks</b>
Food and Drink. The World of Work.	Listening	8.2.5.1 (8.L5) Recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics.  8.2.3.1 (8.L3) Understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics.	6	1 2 3  4 5 6	True / False   Gap filling	Each learner works individually. Task 1 enables learners to identify the speaker's opinion. The task has 3 statements which are true or false according to the context. Learners should identify whether the statements are True or False according to the interview. Learners should be given 1 minute to look through the questions before they listen. Gap filling questions enable learners to identify the detail of an argument. The task has 3 statements with a gap where the learners should write no more than two words according to the context. Learners should be given 1 minute to look through the questions before they listen again.	10 minutes	6
	Reading	8.4.6.1 (8.R6) Recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts.	6	1 2 3 4 5 6	True / False	Each learner works individually. Task enables learners to identify whether the given statements are true or false according to the context. The question itself comprises a sentence taken from the text that carries specific information about what is told in	10 minutes	6

Unit	Strand	Learning objective	*Total number of tasks	*Task №	*Type of question	*Task description	Time	Total marks
						the text.		
	Writing	<p>8.5.1.1 (8.W1) Plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics.</p> <p>8.5.4.1 (8.W4) Use with some support style and register appropriate to a variety of written genres on general and curricular topics.</p>	1	1	Open ended	Each learner works individually. The task has two options: A learner should write an essay according to the task. There are two options on the topics 'Food and Drink' or 'The World of Work'. Learners should choose one topic to write an essay using appropriate style and register.	20 minutes	6
	Speaking	<p>8.3.5.1 (8.S5) Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks.</p> <p>8.3.6.1 (8.S6) Link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges.</p>	1	1	Open ended	The task has 8 different cards with 4 questions. The questions on the topics Food and Drink or The World of Work. Learners pair up and have a two-way conversation discussing the given questions. They have 1 minute to prepare and 3 minutes to speak. They provide their own points of view on topics, explaining, justifying their positions and commenting others' viewpoints. Teacher can ask additional questions if necessary.	4 minutes for a pair	6

<b>Unit</b>	<b>Strand</b>	<b>Learning objective</b>	<b>*Total number of tasks</b>	<b>*Task №</b>	<b>*Type of question</b>	<b>*Task description</b>	<b>Time</b>	<b>Total marks</b>
<b>TOTAL:</b>							<b>40 minutes (excluding Speaking)</b>	<b>24</b>
Note: *-sections that can be changed								

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

**Listening**

**Task 1.** You will hear a radio interview with a famous cardiologist. For questions 1-3 decide whether the statements are TRUE or FALSE.

*Transcript 7 (Transcript can be found after the mark scheme).*

*Example:* Heart attacks are more common now than they were in the past. True

1. Dr. Shaw says most people would have a healthier diet if they had more time. \_\_\_\_\_ [1]
2. If you have a healthy diet, with lots of fruits and vegetables, you don't have to exercise. \_\_\_\_\_ [1]
3. Dr. Shaw says men in their 50s tend to smoke and drink too much coffee. \_\_\_\_\_ [1]

**Listen again and complete the sentences with NO MORE THAN TWO words.**

*Example:* Dr. Shaw gives some advice on how to keep our hearts in good condition.

4. The main reason for increasing problems with heart is \_\_\_\_\_. [1]
5. People tend to eat \_\_\_\_\_ when they are too busy. [1]
6. If people do physical activities at a regular basis, they strengthen their muscles and increase their \_\_\_\_\_. [1]

**Total [6]**

**Reading**

**Task.** Read the text about Kenneth. Mark the sentences TRUE or FALSE according to the context.

**My dream job**

My dream job would be becoming a professional baseball player. I grew up playing little league baseball. I was not the best player on the team; but playing baseball was something I would look forward to doing every day and just have fun doing it. I haven't played baseball for the last four years. I really missed the times when I would just have that happy feeling when my dad would drive up to the park, when I would get a base hit, when I would catch a fly ball, or just the fact that I was a part of a team.

So many baseball players these days take their jobs for granted. Many play baseball not just because they are good at it, but because of the money. Alex Rodriguez signed a \$252 million contract for the Texas Rangers in 2000. Anybody in the entire world would love to be in his shoes. After all, what would you do with \$252 million? For myself, I would love to be in Alex Rodriguez's shoes, not because of the money, not because of the fame, but because if I were in his shoes, I would just treasure every moment of every second that I am on the field.

I would feel like the luckiest person alive every time I am reminded that I am living the dream, a dream that many people like myself would die to get the chance to do.

*Example:* A lot of players take their jobs for granted. True

- |   |       |     |
|---|-------|-----|
| 1. Kenneth would like to be a basketball player because he was always the best in the team. | _____ | [1] |
| 2. He enjoyed himself while playing baseball.   | _____ | [1] |
| 3. He has continuously played basketball since he was a child.                              | _____ | [1] |
| 4. He believes that money is one of the main reasons to become a baseball player.           | _____ | [1] |
| 5. Kenneth would like to be in Alex Rodriguez's place because of the fame.                  | _____ | [1] |
| 6. He enjoys being a part of a baseball team.   | _____ | [1] |

**Total [6]**

## Writing

**Task.** Choose **ONE** of the topics to write.

**Topic 1.** Write an essay about the following topic:

*Nowadays food has become easier to prepare. Has this change improved the way people live?*

Give reasons for your answer using your own ideas.

**Topic 2.** Write an essay about the following topic:

*Doctors, nurses and teachers make a great contribution to society and should be paid more than entertainment and sports celebrities. Do you agree or disagree?*

Give reasons for your answer using your own ideas.

**Total [6]**

## Speaking

**Task.** Work in pairs. Choose 1 card and answer the questions. You have 1 minute to prepare and 3 minutes to speak.

### Card 1

1. In your opinion, are vegetarians healthier than people who eat a lot of meat?
2. Do you agree that women worry more about their diet than men? Why or why not?
3. What do you think about your own eating?
4. Is there any kind of food that you can't eat?

### Card 2

1. Is food fuel or pleasure to you? Why?
2. Have you ever eaten "unhealthy" food?
3. How do you feel about eating junk food?
4. What food do you like to eat when the weather is cold?

### Card 3

1. What's your dream job?
2. Does your job require a lot of training or experience? What are they?
3. Do you need to be physically strong to do it?
4. What is the future trend of popular jobs?

### Card 4



1. What is the usual retirement age for men and women in your country?
2. What do you think is the best age to retire?
3. When would you like to retire?
4. What would you like to do when you retire?

**Card 5**

1. What kinds of job are not popular among young people?
2. What do you think is the worst job in the world? Why?
3. What unusual jobs do you know?
4. Would you like to do an unusual job in the future?

**Card 6**

1. What restaurant would you recommend around the place you live?
2. Why is it a good place?
3. What is your opinion about eating out?
4. What food do you prefer most: homemade or take-away?

**Card 7**

1. Do you think that food defines a culture? If so, how?
2. What are the eating habits in your country?
3. Are there any foods that bring back special memories for you?
4. Are there any eating rules in your family?

**Card 8**

1. Do you think taking a year off is a new trend?
2. In your opinion, what are the advantages of taking a gap year?
3. What are the disadvantages of taking a gap year??
4. Are you planning to take a gap year after school or rather continue studying?

**Total [6]**  
**Total marks \_/24**

## Listening and Reading

Question №	Answer	Mark	Additional information
1	True	1	
2	False	1	
3	True	1	
4	modern lifestyle	1	lifestyle
5	unhealthy food	1	take-out food
6	lung capacity	1	
1	False	1	
2	True	1	
3	False	1	
4	True	1	
5	False	1	
6	True	1	
<b>Total marks</b>		<b>12</b>	

**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.

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

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

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

## CRITERIA FOR MARKING SPEAKING

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

<b>Mark / Criterion</b>	<b>Development and Fluency</b>	<b>Grammar and Vocabulary</b>
<b>6</b>	<ul style="list-style-type: none"> <li>Shows sustained ability to maintain a conversation and to make relevant contributions at some length.</li> <li>Produces extended stretches of language despite some hesitation.</li> <li>Can respond to change in direction of the conversation.</li> <li>Pronunciation is intelligible.</li> <li>Intonation is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Produces error-free simple sentences.</li> <li>Attempts some complex grammatical forms, but may make errors, which rarely cause comprehension problems.</li> <li>Uses a range of appropriate vocabulary to give and exchange views on a growing range of general and curricular topics.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation.</li> <li>Produces mostly extended stretches of language despite some hesitation, although instances of using short phrases may be present.</li> <li>Can generally respond to change in direction of the conversation.</li> <li>Pronunciation is generally intelligible.</li> <li>Intonation is generally appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Produces error-free simple sentences.</li> <li>Uses a range of appropriate vocabulary when talking about a range of general and curricular topics.</li> <li>Occasional mistakes do not cause comprehension problems.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Attempts to respond to questions and prompts.</li> <li>Produces responses which are extended beyond short phrases, despite hesitation.</li> <li>Effort will need to be made to develop the conversation; only partial success will be achieved.</li> <li>Pronunciation is mostly intelligible.</li> <li>May not follow English intonation patterns at times.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently produces error-free simple sentences.</li> <li>Uses appropriate vocabulary to talk about a limited range of general and curricular topics.</li> <li>Errors may cause comprehension problems.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Responses tend to be brief and are characterized by frequent hesitation.</li> <li>Has to be encouraged to go beyond short responses and struggles to develop a conversation.</li> <li>There is a lack of intelligibility of pronunciation, but it is unlikely to impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>Produces basic sentence forms and some correct simple sentences.</li> <li>Uses a limited range of appropriate vocabulary to talk about a limited range of general topics.</li> <li>Errors are frequent and may lead to misunderstanding.</li> </ul>

	<ul style="list-style-type: none"> <li>• May not follow English intonation patterns frequently.</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Responses are so brief that little is communicated.</li> <li>• Barely engages in a conversation.</li> <li>• Pronunciation may cause some communication difficulty.</li> <li>• Does not follow English intonation patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts basic sentence forms, but with limited success.</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• Heavily relies on apparently memorized utterances.</li> <li>• Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics.</li> <li>• Makes numerous errors except in memorized expressions.</li> </ul>
1	<ul style="list-style-type: none"> <li>• No communication possible.</li> <li>• Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot produce basic sentence forms.</li> <li>• Can only produce isolated words and phrases or memorized utterances.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No attempt at the response.</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• No ratable language.</li> </ul>	

### *Transcript 7*

**Interviewer:** Now, Welcome to “You and Your Health”. Today on our show we have the famous cardiologist Dr. Shaw. First of all maybe you could explain to us why the numbers of people suffering from heart attacks seem to be on the increase these days?

**Dr Shaw:** Well, I think the answer to that is, unfortunately, our modern lifestyle.

**Interviewer:** Could you be a little more specific please doctor?

**Dr Shaw:** Yes, of course. For example, how many times have you been too busy to eat a proper meal and so end up eating some unhealthy take out food? Most of people underestimate the importance of a healthy diet.

**Interviewer:** So, what your are telling us is that if we all make an effort to eat healthier food we are less likely to suffer from heart problems.

**Dr Shaw:** Of course a healthier diet is going to help. Exercise is also important. We should all make sure we get a regular amount of daily exercise.

**Interviewer:** You mean we should all join a gym or buy exercise machines?

**Dr Shaw:** Only if you have the time and the money. If not just spend thirty minutes a day doing a physical activity such as walking, cycling, gardening or even dancing, you will be helping your heart as well as strengthening your muscles and increasing your lung capacity. In fact, if I had to describe a potential heart attack victim it would be a man in his 50s with a stressful job and a family to support, who drinks a lot of coffee, smokes cigarettes doesn't eat proper balanced meals and gets very little exercise.

**Interviewer:** Well, thanks Dr Shaw, you have certainly given us a lot to think about.