**Methodological recommendations**

**for Summative Assessment**

**English**

**Grade 8**

Methodological recommendations for Summative Assessment are designed to assist teachers in planning, organizing and carrying out Summative Assessment in “English language” for the Grade 8 learners. Methodological recommendations are aligned with the Subject Programme and Course plan. Summative Assessment in Grade 8 is conducted in Terms 1, 2, 3 and 4.

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

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

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

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**TERM 1.**

**SUMMATIVE ASSESSMENT TASKS**

# **Summative assessment for the unit «Our World»**

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| **Learning objectives** | 8.3.5.1(8.S5) Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks  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  8.2.1.1(8.L1) Understand with little or no support the main points in extended talk on a wide range of general and curricular topics |
| **Assessment criteria** | * Support a talk with peers while agree, disagree and discuss the order of actions and plans to fulfil the tasks * Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences * Identify the main ideas in extended talks with little or no support |
| **Level of thinking skills** | Knowledge and comprehension  Higher order thinking skills |
| **Duration** | 20 minutes |
| **Speaking**  **Task 1.** Discuss statements with your partner saying whether you agree or disagree with him/her. Provide explanation to your answer. Answer the questions while speaking. You should speak at least 2 minutes.  *Learners talk in pairs on such topics as: family, relations with other people, hobbies and interests, house and homes. Firstly, one learner provides explanation then they swap the roles.*    **Card 1**  Family is the most important thing in the world.   |  |  | | --- | --- | | 1. What comes to mind when you hear the word ‘family’?  2. How important is your family to you?  3. When do you need your family most?  4. Do you get on well with all of your family members? |  |   **Card 2**  It is better to live in a house rather than in a flat.   |  |  | | --- | --- | |  | 1. Which alternative (a house or a flat) would you prefer to live in? 2. What do you like about your home? What don't you like? 3. Do you like the location of your home? 4. What is your dream home? |   **Card 3**  Friends are the family we choose for ourselves.   |  |  | | --- | --- | | 1. Are friends sometimes more important than family? 2. Why do you like them? 3. What do you do together? 4. How do you make new friends? |  |   **Card 4**  One friend can change your whole life.   |  |  | | --- | --- | | 1. What makes a friend a best friend? 2. Do you agree with the expression “a friend in need is a friend in deed”? 3. How similar are you to your friends? 4. Do you think you have a special understanding with your friends? |  |   **Card 5**  Happy is a man who is living by his hobby.   |  |  | | --- | --- | |  | 1. Why do people need hobbies? 2. What is your hobby? Is your hobby safe or dangerous? 3. Can you make money from doing your hobby? 4. What is a popular hobby in your country? |   **Listening**  **Task 2.** Listen to the speakers and choose the best answer A, B, C or D. You will listen to the recording twice.*CD2. Tapescript 1.*  *Trancsript can be found after the rubrics*.   1. Speaker A is talking about her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 2. best friend 3. nurse 4. neighbour 5. grandmother 6. Speaker B is talking about his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 7. childhood friend 8. big brother 9. best friend 10. next-door neighbor 11. Speaker C is talking about her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 12. boyfriend 13. childhood friend 14. neighbor 15. best friend 16. Speaker D is talking about his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 17. best friend 18. childhood friend 19. classmate 20. girlfriend 21. Speaker E is talking about her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 22. boyfriend 23. best friend 24. childhood friend 25. classmate | |

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| **Assessment criteria** | **Task** | **Descriptor** | **Mark** |
| **A learner** |
| Support a talk with peers while agree, disagree and discuss the order of actions and plans to fulfill the tasks.  Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. | 1 | uses vocabulary words on the topic; | 1 |
| conveys ideas clearly; | 1 |
| pronounces words and phrases correctly; | 1 |
| answers to the questions properly; | 1 |
| uses grammatically correct sentences; | 1 |
| Identify the main ideas in extended talks with little or no support. | 2 | chooses 1-C; | 1 |
| chooses 2-B; | 1 |
| chooses 3-D; | 1 |
| chooses 4-B; | 1 |
| chooses 5-A. | 1 |
| **Total marks** | | | **10** |

**Rubrics for providing information to parents on the results of**

**Summative Assessment for the unit «Our World»**

**Learner’s name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Assessment criteria** | **Level of learning achievements** | | |
| **Low** | **Middle** | **High** |
| Support a talk with peers while agree, disagree and discuss the order of actions and plans to fulfill the tasks  Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences | Experiences challenges in presenting ideas on topic, in using appropriate vocabulary and grammatical structures in a talk. Answers most of the questions incorrectly. | States his/her point of view uncertainly without good reasoning. Demonstrates insufficient use of appropriate vocabulary and grammatical structures. Makes some mistakes in answers. | Demonstrates well-reasoned speech actively. Confidently demonstrates a range of vocabulary in a talk. Uses appropriate grammatical structures. Correctly answers the questions. |
| Identify the main ideas in extended talks with little or no support. | Experiences difficulties in choosing an appropriate word or short phrase for each gap while identifying main idea in extended talks. | Makes mistakes in choosing appropriate words or short phrases for each gap: neighbour/ big brother/ best friend/ childhood friend/boyfriend while identifying main idea in extended talks. | Confidently chooses an appropriate word or short phrase for each gap while identifying main idea in extended talks. |

**Transcript 1**

A (Girl)

She lives next door and she’s always been really important in my life. When we were little and my mum was working she used to look after us. She would tell us stories about her childhood. It was like listening to fairy stories; life was so different when she was a child. In her kitchen she used to keep a special dish with sweets for us, and she baked cakes and pies. Now she doesn’t bake so much. She’s started to eat more healthy food in her old age, salads and vegetables and things. It’s funny how she’s changed. She also goes to this special gym class for old people, it’s amazing. I don’t see her often now, but she’s still the same person, even though her lifestyle has changed.

B (Boy)

He’s four years older than me and that seemed like a huge amount when we were children. When we were at the same school we’d never talk to each other during school hours. But now when we’re older it’s a lot better, although I’ll always be the little one, and that’s annoying sometimes. He’s taken me to rock concerts that I wouldn’t have gone to otherwise and when he was at university I went to stay with him sometimes. That was really cool. It was great to see what real student life was like when I was still at school. Now that he’s working he’s really busy, but we still hang out sometimes. We go to football matches together because we both support our home team. It’s always good to see him.

C (Girl)

We’ve known each other since we were five and we’ve always got on really well. Well, apart from that time when we fell out because we both liked the same boy. But he went off with Heather Jenkins, so we made friends again quite quickly! We both like the same kind of music and going dancing at the weekend, and when we were younger we went out on our bikes together. At school we’re good at different things. I’m good at languages and Laura’s good at Maths. That’s good though – it means that we can help each other with our homework. Next year I’m probably going to study in London and she’s going to Manchester, but I’m sure our relationship won’t change.

D (Boy)

His family moved in just a few houses down from us when I was about ten, and I still remember how excited I felt when I found out that there was another boy on the street was. I’d been the only boy, you see. The others were all girls. We were good friends from the beginning because we were into the same things: computers and football, mostly. But we had quite a few of the same hobbies for a while. I remember making lots of models of aeroplanes one year. Another year we took up fishing. We had all the equipment and everything and we’d spend ages down by the river. I don’t go fishing anymore. His family moved away a couple of years ago. We’re still friends on Facebook but we don’t really have much contact.

E (Girl)

I can remember all the details of when we met. I was wearing a red dress and I’d just had my hair cut. I can even remember what music was playing the first time I saw him. I knew he was special from the beginning, and I was right. We’ve been together ever since. Well, it’s only been eighteen months, and some people say that isn’t very long, but it seems like ages to me. We’ve got such similar personalities and so much in common. I’m sure we’ll stay together forever.

# **Summative assessment for the unit «Daily Life and Shopping»**

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| **Learning objectives** | 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 extended texts  8.5.1.1 (8.W1) Plan, write, edit and proofread work at text level with little support on a range of general and curricular topics  8.5.6.1(8.W6) Link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics |
| **Assessment criteria** | * Realize particular facts and parts in reading passage * Make a clear plan of writing; Write a text; Check the written draft * Connect sentences into paragraphs with basic connectors and linking words |
| **Level of thinking skills** | Knowledge and comprehension  Application |
| **Duration** | 20 minutes |
| **Reading**  **Task 1.** Read the text carefully. Select if the statements are TRUE or FALSE, put a tick in an appropriate column and EXPLAIN your choice.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **№** | **Statements** | **True** | **False** | **Explanation** | | 1. | The British Prime Minister goes shopping to M&S. |  |  |  | | 2. | Michael Marks sold things at a very high price. |  |  |  | | 3. | India takes the leading position in having M&S stores. |  |  |  | | 4. | If M&S employees have health problems, they can consult medical specialists from their company. |  |  |  |   **Britain’s favourite store**  Marks & Spencer is Britain’s favourite store in London. It attracts a great variety of customers. The Duchess of York and the British Prime Minister are just a few of its famous customers. Last year it made a profit of £929 million, which is more than £18 million a week.  It all started 122 years ago, when a young Polish immigrant, Michael Marks, had a stall in Leeds market. He did not have many things to sell: some cotton, a little wool, many buttons and a few shoelaces. Above his stall he put the now famous notice: DON’T ASK HOW MUCH – IT IS A PENNY. For many years, the philosophy of M&S didn’t change – to sell goods at a moderate price.  Ten years later, he met Tom Spencer and together they started Penny Stalls in many towns of England. Today there are over 1300 branches of M&S all over the world – in Britain, America, Canada, Spain, France, Belgium, Egypt, Russia, Greece, Finland and Hungary. Britain has the majority of the company’s stores, 852 stores open their doors for all sorts of customers daily. India takes the leading position among the international stores with 52 stores there.  The store bases its business on three principles: good value, good quality and good service. In addition, it changes with the times – once it was all jumpers and knickers. Now it is food, furniture and flowers as well.  The most important key to its success is its happy staff. Conditions of work are excellent. There are company doctors, dentists and hairdressers to look after the staff and all the staff can have lunch for under 40 pence!  **Writing**  **Task 2.** Write an essay about daily routine. You should write your essay according to the plan and structure and it has to be in the present simple. Look at the example that is given below.  Use basic conjunctions for your essay:   * Then, next, after that, or, because, so * First, second, finally, for example, moreover   Plan of an essay   1. Activities in the morning 2. Activities at the school 3. In the afternoon 4. In the evening   *Example of the essay*  My name is Aidar. I always wake up at 7 o’clock in the morning then I wash my face and brush my teeth. After that, I do some exercises then I put my clothes on and prepare my school bag. Next, I have my breakfast and read a book. At 8 o’clock I go to school and start my classes at school.  At school I always sit in the first bench and listen to what my teachers say. I take down the important notes. Then I take part in indoor and outdoor games. After that, I often take my lunch break and talk with my friends.  Our school breaks up at 2 p.m. Then I come back to my home straight. After taking a little rest, I go to the playground. I play football with my classmates.  At around 6 p.m. I go back home and take a rest. Next, I usually watch some TV and chat with my family then I do my homework and help my mother in the house. At 9 o’clock I read a book and go to sleep. | |

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| **Assessment criteria** | **Task** | **Descriptor** | **Mark** |
| **A learner** |
| Realize particular facts and parts in reading passage. | 1 | chooses ‘True’ for the 1st statement; | 1 |
| writes an explanation for the 1st statement: *The British Prime Minister is one of a few of its famous customers.* | 1 |
| chooses ‘False’ for the 2nd statement; | 1 |
| writes an explanation for the 2nd statement: *He puts the notice: DON’T ASK HOW MUCH – IT’S A PENNY and sold things at a moderate price.* | 1 |
| chooses ‘False’ for the 3rd statement; | 1 |
| writes an explanation for the 3rd statement: *India takes the leading position only among the international stores with 52 stores there.* | 1 |
| chooses ‘True’ for the 4th statement; | 1 |
| writes an explanation for the 4th statement:  *There are company doctors, dentists, hair-dressers and even chiropodists to look after the staff.* | 1 |
| Make a clear plan of writing; Write a text; Check the written draft  Connect sentences into paragraphs with basic connectors and linking words. | 2 | writes an essay according to the plan; | 1 |
| uses Present Simple Tense correctly; | 1 |
| uses appropriate vocabulary; | 1 |
| links ideas logically and clearly; | 1 |
| uses basic conjunctions and linking words. | 1 |
| **Total marks** | | | **13** |

**Rubrics for providing information to parents on the results of Summative Assessment for the unit «Daily Life and Shopping»**

**Learner’s name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Assessment criteria** | **Level of learning achievements** | | |
| **Low** | **Middle** | **High** |
| Realize particular facts and parts in reading passage. | Experiences challenges in providing an explanation for the statements and interpreting the content of a text. | Experiences some difficulties in providing an explanation for the statements and interpreting the content of a text. Makes mistakes in identifying statements for ‘True’ or ‘False’ in the task and providing explanation: The British Prime Minister is one of a few of its famous customers/ (He put the notice: DON’T ASK HOW MUCH – IT’S A PENNY and sold things at a moderate price/ India takes the leading position only among the international stores with 52 stores there. / There are company doctors, dentists and hairdressers to look after the staff. | Confidently interprets the content of a text and gives an appropriate explanation. Marks sentences ‘True’ and ‘False’ correctly. |
| Make a clear plan of writing; Write a text; Check the written draft.  Connect sentences into paragraphs with basic connectors and linking words. | Experiences difficulties writing an essay based on the plan, in conveying ideas clearly and logically, in using appropriate vocabulary,basic conjunctions and linking words, in using appropriate tense form (Present Simple Tense). | Makes mistakes in writing an essay based on the plan/ in presenting ideas logically and clearly/ in using appropriate vocabulary / grammar (Present Simple Tense) / conjunctions and linking words. | Uses wide range of grammar, vocabulary, basic conjunctions and linking words within the task set, ideas fulfill the requirements of the task. |

**TERM 2**

# **SUMMATIVE ASSESSMENT TASKS**

**Summative assessment for the unit «Entertainment and Media»**

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| **Learning objectives** | 8.3.1.1(8.S1) Use formal and informal registers in their talk on a growing range of general and curricular topics  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  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 |
| **Assessment criteria** | * Differentiate between formal and informal speech in a talk * Interact in a pair, group and whole class work presenting logically connected information with ideas of other people * Identify specific facts and details in extended talks |
| **Level of thinking skills** | Knowledge and comprehension  Application |
| **Duration** | 20 minutes |
| **Speaking**  **Task 1.** Choose the question from the card on the topic “Entertainment and Media” and be ready to answer it after the teacher starts the conversation. Produce a speech by giving extended answers to the questions. Share your ideas with the class.  *Teacher organizes a Socratic seminar, which helps him/her to assess learners while they are speaking on the topic ‘Entertainment and Media ‘and he/she prepares and cuts down questions and expressions beforehand. Learners sit in a circle and answer the question using in their speech some formal and informal expressions to present logically connected information to their classmates.*   |  |  |  |  | | --- | --- | --- | --- | | **Stating an opinion** | **Expressing agreement** | **Expressing disagreement** | **Interrupting** | | The way I see it….. | You have a point there | That’s not always  the case | Sorry to interrupt, but… | | If you want my honest opinion….. | That’s exactly how I feel | I’d say the exact opposite | If I might add something….. | | As far as I’m concerned…. | I was just going to say that | No, I’m not so sure about that | Is it okay if I jump in for a second? | | If you ask me……. | I have to side with somebody (name)on this one | I beg to differ | Can I add something here? | | In my opinion……. | That’s for sure | Not necessarily | Can I throw my two cents in? |   **These are some Socratic Seminar Ground Rules:**   1. Speak so that all students can hear you. 2. Ask for clarification. Don’t stay confused. 3. Speak without raising hands. 4. Stick to the point under discussion. 5. Don’t interrupt. 6. Don’t put down the ideas of another learner.   **Card 1**  • What is one of your favourite TV shows? Why do you like it? / When is it on TV?  • Do you think that TV makes people lazy? Why? Give examples.  • What are the benefits of reading a newspaper or a magazine? With the popularity of the Internet, do you think newspapers and magazines will disappear?  **Card 2**  • What is your favourite video/computer game?  • Are video games good or bad for your health? Why do you say so?  • How can you help someone who is addicted to computer/ video games?  **Card 3**  • Are teenagers addicted to computer games in your country?  • How many genres of video games can you name?  • Do video/computer games improve our skills and abilities?  **Card 4**  • What are the advantages and disadvantages of TV?  • What kind of newspapers/magazines do people read in your country?  • Which form of news do you prefer? Why? (Newspaper? / Radio? / Television? /Internet?)  **Card 5**   * Which types of programs are most popular in your country? * What is one of your favourite TV shows? * What did you watch on TV yesterday? * What do you prefer: watching a film on TV/on video or watching a film in the cinema?   **Card 6**   * What is "entertainment?" Please define the word, and give your examples. * What is your favourite movie/TV show? Why? * Which movie has impressed you the most? Why do you think so?   **Listening**  **Task 2.** Listen to the interview and answer the following questions.  *CD2. Tapescript 2.*  *Transcript can be found after the rubrics.*  1. How often does Mari usually watch TV?  A) sometimes  B) never  C) very often  2. What does she like to do?  A) Rent movies  B) Watch comedies  C) Eat popcorn  3. What does she say about 27 Dresses?  A) She liked it.  B) She hated it  C) She wants to see it.  4. What does she say about reading?  A) She reads all the time.  B) She prefers fiction.  C) She likes to read on vacation. | |

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| **Assessment criteria** | **Task** | **Descriptor** | **Mark** |
| **A learner** |
| Differentiate between formal and informal speech in a talk.  Interact in a pair, group and whole class work presenting logically connected information with ideas of other people. | 1 | shows sustained ability to maintain a conversation; | 1 |
| answers the questions relevantly; | 1 |
| uses a range of appropriate vocabulary (expressions from the table, topic specific words) to give and exchange views; | 1 |
| pronounces words and phrases correctly; | 1 |
| Identify specific facts and details in extended talks. | 2 | 1. chooses A; | 1 |
| 1. chooses B; | 1 |
| 1. chooses A; | 1 |
| 1. chooses C. | 1 |
| **Total marks** | | | **8** |

**Rubrics for providing information to parents on the results of Summative Assessment for the unit «Entertainment and Media»**

**Learner’s name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Assessment criteria** | **Level of learning achievements** | | |
| **Low** | **Middle** | **High** |
| Differentiate between formal and informal speech in a talk.  Interact in a pair, group and whole class work presenting logically connected information with ideas of other people. | Experiences difficulties in maintaining a conversation and making relevant contribution, in stating point of view. Demonstrates inaccurate use of topical vocabulary in a talk. Pronounces words and phrases mostly incorrectly. | Maintains a conversation and makes relevant contribution irresolutely.  Makes mistakes in using rich and vivid vocabulary in a talk. States his/her point of view uncertainly without good reasoning. Makes some mistakes in pronunciation and in using topical vocabulary. | Confidently maintains a conversation and makes relevant contribution. Expresses his/her viewpoints clearly. Confidently demonstrates rich and vivid vocabulary in a talk. Pronounces words and expressions correctly. |
| Identify specific facts and details in extended talks. | Experiences difficulties in finding specific information to the questions. Completes the task mostly incorrectly. | Experiences some difficulties in finding specific information in a talk. Makes some mistakes in completing the task. | Confidently finds specific information to the questions. Completes the task correctly. |

**Transript 2**

**Ron:** Hi, I'm Ron from Hawaii. I'm here with Mari from Japan. Today we're going to be talking about entertainment, and how often we do these things. So Mari, how often do you watch TV?

**Mari**: I watch the news in the morning and when I come home at night I sometimes watch TV.

**Ron**: Do you have a favorite TV show?

**Mari**: I don't have a favorite TV show.

**Ron**: OK. How often do you go to the movies?

**Mari**: I really like going to the movies. I think I go maybe once a month or maybe once every two months.

**Ron**: And other than that do you rent movies?

**Mari**: No, I don't rent movies but sometimes I download movies. I like to watch comedies - romantic comedies - and a little bit of drama.

**Ron**: What is your favorite movie you've watched recently?

**Mari**: My favorite movie... I don't know if it was my favorite movie, but a movie that I watched recently is called "27 Dresses". It is about a girl, or a woman, who is a bridesmaid twenty-seven times.

**Ron**: And that's a romantic comedy?

**Mari**: It is.

**Ron**: Interesting. What about reading? Do you like to read books?

**Mari**: I do like to read books. Right now, I'm really busy with work so I don't have a lot of time to read but when I'm on vacation or whenever I have free time, I like to read books.

**Ron**: What kind of books?

**Mari**: I like to read non-fiction usually biographies of people, and I also like to read about like teaching practices so that I can become a better teacher and a little bit of fiction.

**Ron**: And what about concerts? Do you enjoy going to concerts?

**Mari**: I don't go to music concerts. I don't think I've ever been to one actually but I like to go see musicals and I also like to go to sporting events.

**Ron**: Nice talking with you Mari.

# **Summative assessment for the unit «Sport, Health and Exercise»**

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| **Learning objectives** | 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 text  8.5.2.1(8.W2) Write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics  8.5.5.1(8.W5) Develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics |
| **Assessment criteria** | * Interpret the information to identify the author’s attitude and opinion * Write sentences about real and imaginary past events connecting sentences into paragraphs with minimal support * Evolve arguments, reasons, and evidence for a limited range of written genres |
| **Level of thinking skills** | Higher order thinking skills |
| **Duration** | 20 minutes |
| **Reading**  **Task 1.** Read the text.  **Smartphones: Texting, playing games and ... helping patients**    1. Doctors say smartphones can help patients find out if they are sick and treat illnesses. New apps use smartphone features to help people who may be sick. Some apps use the phone's camera. Others use the microphone.  2. Shwetek Patel is a computer scientist. Patel says smartphones are becoming medical tools. They already do some of the things doctors' tools can do. Smartphones count how many steps you take. They can track what you eat. They can even count your heartbeats. Now smartphones can find illnesses, too.  3. For example, one smartphone app checks for asthma. People with asthma have trouble breathing. The app can tell if someone is not breathing well. It uses the phone's microphone. The person breathes into the microphone. Then the app gives a result.  4. Another app can say if someone has a blood problem. It can tell if there is enough hemoglobin in the blood. The app uses the phone's camera. First, a person puts one finger over the flash. They take a picture. The app reads the picture. It says how much hemoglobin is in the person's blood!  5. These apps are good for patients, Patel says. They help people care for themselves. They can learn about their health from home.  6. This is useful in poorer countries. In many places, health care is limited. It is not easy to get to a doctor. Some people cannot afford a doctor's visit. Others cannot travel far to see a doctor. Smartphones can help. They make it easier to stay healthy without going to the doctor. This saves time. It can also save money.   1. Select the sentence that BEST explains how smartphones can help people with diabetes stay healthy (What the text says). 2. Smartphones can help them keep track of everything they eat. 3. Smartphones can help keep track of the hemoglobin in the body. 4. Smartphones can track your steps each day. 5. Smartphones help people stay informed about their disease. 6. Select the paragraph that suggests people can save money with healthcare apps (What the Text Says). 7. Paragraph 1 8. Paragraph 2 9. Paragraph 3 10. Paragraph 4 11. Paragraph 5 12. Paragraph 6 13. What is the author’s purpose in this article? 14. to entertain 15. to persuade 16. to inform 17. to share feelings   **Writing**  **Task 2.** Write an article for your school newspaper. Choose **ONE** topic below to write it.  **Topic 1.** Giving advice and suggestions on the benefits of sports.  **Topic 2.** Giving advice and suggestions on the benefits of healthy eating.  **You should**   * present a clear position with relevant and supported ideas (include example or reason); * use a headline that accurately describes the content; * link ideas logically and clearly, using basic conjunctions and linking words; * pay attention to spelling; * use appropriate topical vocabulary. | |

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| **Assessment criteria** | **Task** | **Descriptor** | **Mark** |
| **A learner** |
| Interpret the information to identify the author’s attitude and opinion. | 1 | 1. chooses A; | 1 |
| 1. chooses Paragraph 6; | 1 |
| 1. chooses C; | 1 |
| Write sentences about real and imaginary past events connecting sentences into paragraphs with minimal support.  Evolve arguments, reasons, and evidence for a limited range of written genres. | 2 | presents a clear position; | 1 |
| supports ideas with example/reason; | 1 |
| uses a headline that accurately describes the content; | 1 |
| links ideas logically and clearly with basic conjunctions and linking words; | 1 |
| uses appropriate topical vocabulary. | 1 |
| **Total marks** | | | **8** |

**Rubrics for providing information to parents on the results of Summative Assessment for the unit «Sport, Health and Exercise»**

**Learner’s name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Assessment criteria** | **Level of learning achievements** | | |
| **Low** | **Middle** | **High** |
| Interpret the information to identify the author’s attitude and opinion. | Experiences difficulties in identifying the author’s attitude and opinion while reading the text. Completes the task mostly incorrecty. | Experiences some difficulties in identifying the author’s attitude and opinion while reading the text. Makes some mistakes in answers. | Confidently identifies the author’s attitude and opinion while reading the text. Completes the task correctly. |
| Write sentences about real and imaginary past events connecting sentences into paragraphs with minimal support.  Evolve arguments, reasons, and evidence for a limited range of written genres. | Lacks in writing an article based on the structure, has difficulties in presenting a clear position with relevant and supported ideas and a headline, in conveying ideas clearly and logically (basic conjunctions and linking words), in using topical vocabulary. | Makes mistakes in writing an article based on the structure/ has some difficulties in presenting a clear position with relevant and supported ideas and a headline/ in conveying ideas clearly and logically (basic conjunctions and linking words)/ in using topical vocabulary. | Writes an article with appropriate structure, presents a clear position with relevant and supported ideas and a headline. Conveys ideas clearly and logically (with basic conjunctions and linking words). Uses a wide range of topical vocabulary. |

**TERM 3**

**SUMMATIVE ASSESSMENT TASKS**

**Summative assessment for the unit «The Natural World»**

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| **Learning objectives** | 8.2.1.1(8.L1) Understand with little or no support the main points in extended talk on a wide range of general and curricular topics  8.2.7.1(8.L7) Recognise typical features at word, sentence and text level of a growing range of spoken genres  8.3.3.1(8.S3) Give an opinion at discourse level on a wide range of general and curricular topics  8.3.5.1(8.S5) Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks |
| **Assessment criteria** | * Recognize the main idea in the conversation while listening * Show the ability to use the appropriate sentence structure and the words correctly * Express thoughts about the given topic in the conversations * Support a talk with peers while agree, disagree and discuss the order of actions and plans to fulfill the tasks |
| **Level of thinking skills** | Knowledge and comprehension  Higher order thinking skills |
| **Duration** | 20 minutes |
| **Listening**  **Task 1.** Answer the questions about the interview.  *CD2. Tapescript 3.*   1. He has many tortoises in \_\_\_\_\_. 2. his flat 3. his house 4. the garden 5. His mom took care of \_\_\_\_\_ tortoise. 6. an injured 7. a dangerous 8. a pregnant 9. She took care of it when he was \_\_\_\_\_. 10. a child 11. in high school 12. in college 13. She watched it \_\_\_\_\_. 14. in the wild 15. in the kitchen 16. in a lab 17. At his house they have \_\_\_\_\_. 18. other wild animals 19. a few horses 20. common pets | |
| **Write 3 facts about his mother.**   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Speaking**  **Task 2.** Discuss the questions in a class.   1. “The Natural World” what does it mean to you? 2. Have you ever been injured by an animal? If so, what is the story behind? 3. How do you think the world will look in 50 years’ time? 4. Do you think we are doing enough to save endangered species? Give some examples.   **Use the following phrases:**  In my opinion …  I think …  In my view …  I agree with …  I see your point …  I support your view …  I take a different view …  I don’t agree with …  I see your points, but … | |

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| **Assessment criteria** | **Task** | **Descriptor** | **Mark** |
| **A learner** |
| Recognize the main idea in the conversation while listening.  Show the ability to use the appropriate sentence structure and the words correctly. | 1 | chooses 1- C; | 1 |
| chooses 2- C; | 1 |
| chooses 3- B; | 1 |
| chooses 4- B; | 1 |
| chooses 5- C; | 1 |
| *A learner should write only 3 facts about Mile’s mother. Possible answers:*  She is a zoologist./ She has worked at universities studying animals./ She is studying South African tortoises.\* | 1  1  1 |
| Express thoughts about the given topic in the conversations.  Support a talk with peers while agree, disagree and discuss the order of actions and plans to fulfill the tasks. | 2 | conveys ideas clearly; | 1 |
| makes an argument and gives reasons; | 1 |
| uses the phrases that express the opinion; | 1 |
| uses a range of appropriate vocabulary; | 1 |
| shows a good degree of control of a range of simple and some complex grammatical forms. | 1 |
| **Total marks** | | | **13** |

\*Actual answers may be various. 1 point is given for each correct fact about Mike’s mother.

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

**Learner’s name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- |
| **Assessment criteria** | **Level of learning achievements** | | |
|  | **Low** | **Middle** | **High** |
| Recognize main idea in the conversation while listening.  Show the ability to use the appropriate sentence structure and the words correctly. | Experiences difficulties in identifying main idea or specific information while listening to the recording. Makes many grammar and spelling mistakes that impede understanding of the piece of writing. | Experiences some difficulties in identifying main idea or specific information while listening to the recording. Writes 3 true facts but makes some grammar and spelling mistakes that do not impede understanding of the piece of writing. | Identifies the main idea and specific information and selects the right answers. Writes 3 facts correctly. Completes the task mostly correctly. |
| Express thoughts about the given topic in the conversations.  Support a talk with peers while agree, disagree and discuss the order of actions and plans to fulfill the tasks. | Experiences difficulties in answering questions with appropriate grammar, vocabulary on familiar topics. Attempts to answer the questions, but most of the time the answers are inappropriate. | Makes some mistakes in conveying ideas clearly with appropriate grammar/ vocabulary. Uses some phrases correctly in expressing opinion. Answers the questions, but lacks reasoning. | Presents ideas clearly. Shows a good degree of control of a range of simple and some complex grammatical forms, uses a range of appropriate vocabulary. Uses phrases accurately in a talk. Answers the questions with justification. |

*Transript 3*

**Ana**: Hey, Michael. I heard your mom is a zoologist. What is it exactly?

**Mike**: A zoologist. Well, that's true. She is a zoologist. So a zoologist is someone who studies animals.

**Ana**: Oh, interesting. So does she study all animals or does she focus on a specific animal?

**Mike**: Well, she's worked at universities studying animals for a long time. So she's worked on many different kinds of animals. But at the moment, she is studying South African tortoises.

**Ana**: Oh, interesting. Do you have any tortoises in your house?

**Mike**: Yeah. Actually, we have more than 40 tortoises in our garden.

**Ana**: More than 40. Wow.

**Mike**: Yes. People are always very surprised when they visit and they see all our tortoises.

**Ana**: So, do you know a lot about tortoises as well?

**Mike**: I don't know very much about them but I mean, my mom has always got them around at the house or she's often busy with some sort of tortoise's related activity. And so sometimes, as a high school kid, I got home and she would have a tortoise. It is a pregnant tortoise, a female tortoise with eggs inside. And in order to monitor these eggs, she would have it in a bath of water with an ultrasound scanner and a screen up on the dining room table.

**Ana**: Wow. That is really interesting.

**Mike**: I had a very interesting childhood with all of these animals and things around the house.

**Ana**: Oh, that's great. Did you have any other pets?

**Mike**: Yes. We've always had a couple of dogs and I like cats. So I've got my pet cat at home.

**Ana**: Wow. That's really interesting.

**Summative assessment for the unit «Travel and Transport»**

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| --- | --- |
| **Learning objectives** | 8.4.4.1(8.R4) Read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics  8.5.6.1(8.W6) Link, independently, sentences into coherent paragraphs using a variety of basic connectors on  a range of familiar general topics and some curricular topics  8.5.8.1(8.W8) Spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics  8.5.9.1(8.W9) Punctuate written work at text level on a range of familiar general and curricular topics with growing accuracy  8.6.7.1(8.UE7) Use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics |
| **Assessment criteria** | * Summarize the ideas in the extended fiction and non-fiction texts by finding the main information and specific details * Organize sentences, paragraphs and ideas logically using a variety of linking devices * Write topic related words with correct spelling control * Identify and use punctuation in the sentences properly * Make up simple perfect forms to express recent, indefinite and unfinished past |
| **Level of thinking skills** | Knowledge and comprehension  Application |
| **Duration** | 20 minutes |
| **Reading**  **Task 1.** Read the text and answer the questions.  Travel is something that people do every day. It is very difficult to avoid the need to travel. It may be a trip to school, university or to work. Travelling can often take a long time, especially when great distances need to be covered. People often enjoy travelling abroad for holidays. However, for some people travelling is not fun at all. Some people suffer from travel sickness. This means that they will become unwell each time they travel.  Travelling can be either affordable or costly. It often depends on how far you want to travel and the choice of transport. Using a bicycle will not cost anything as you power it by using your legs. However, the use of a bicycle can be hard work and can take a lot of time to travel long distances. Cars and motorcycles are faster modes of transport, but are more expensive to use as gasoline is needed for them to work. It can usually be assumed that the longer you wish to travel, the more expensive and time consuming it will be.  The use of a plane is necessary for people wanting to travel very long distances. A pilot will fly a plane from an airport for many thousands of miles to take people to places far away. Although traffic is rarely a problem for airplanes, it can take a lot of preparation to travel by plane. People often need to arrive at the airport three hours prior to departure.  A train is another mode of transport which is ideal for travelling long distances within the same country, or between countries which are connected by land. A train driver will stop at train stations on route to allow passengers wishing to proceed to the scheduled destination to board the train.  A number of destinations can be travelled by using the sea. People often depart from a harbour in a ferry which is driven by a captain. If the journey is a long distance, people may choose to sleep on the ferry while they wait to arrive at their destination. Some people choose to go on a cruise for their holiday, which would involve stopping at many different city ports for a short amount of time. People who need to travel short distances may choose not to use any transport at all. People often rely on their legs to take them to places nearby and they walk. This is often encouraged as certain modes of transport have been said to produce harmful emissions and damage the environment.   1. Which mode of transport does not cost money?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   1. Why do some people not enjoy travelling?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   1. Which mode of transport is ideal for travelling between countries connected by land?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **Writing**  **Task 2.** Write about the most exciting experience of travelling that you had.  **You should:**   * use Present Perfect Simple to share your experience; * link your ideas into paragraphs with three/four basic connectors; * punctuate your work correctly. | |

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| **Assessment criteria** | **Task** | **Descriptor** | **Mark** |
| **A learner** |
| Summarize the ideas in the extended fiction and non-fiction texts by finding the main information and specific details. | 1 | 1. writes *walking/go(-ing) on foot*; | 1 |
| 1. writes reasons such as *people suffer from travel sickness/people become unwell when they travel*; | 1 |
| 1. writes *train*; | 1 |
| Organize sentences, paragraphs and ideas logically using a variety of linking devices.  Write topic related words with correct spelling control.  Identify and use punctuation in the sentences properly.  Practice usage of simple perfect forms to express recent, indefinite and unfinished past. | 2 | shows a good degree of control of a range of simple and some complex grammatical forms; | 1 |
| uses a range of appropriate vocabulary with correct spelling; | 1 |
| writes clear paragraphs with 3 or 4 basic connectors; | 1 |
| conveys ideas clearly; | 1 |
| uses appropriate structure that makes reader understand a piece; | 1 |
| uses punctuation and capitalization correctly | 1 |
| **Total marks** | | | **9** |

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

**Learner’s name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Assessment criteria** | **Level of learning achievements** | | |
| **Low** | **Middle** | **High** |
| Summarize the ideas in the extended fiction and non-fiction texts by finding the main information and specific details. | Experiences difficulties in identifying main idea and specific information while reading the task. Answers most of the questions incorrectly. | Experiences some difficulties in identifying main idea and specific information in the text. Makes some mistakes in answers: walking/go(-ing) on foot/ people suffer from travel sickness/people become unwell when they travel/ train. | Copes with answering the open-ended questions with appropriate sentences while reading the text. Appropriately identifies main idea and specific information in the text. Answers most of the questions correctly. |
| Organize sentences, paragraphs and ideas logically using a variety of linking devices.  Write topic related words with correct spelling control  Identify and use punctuation in the sentences properly  Practice usage of simple perfect forms to express recent, indefinite and unfinished past. | Lacks in writing a description based on the question, has difficulties in conveying ideas logically, in using appropriate vocabulary, in linking ideas clearly, in using a range of grammar and in punctuation. | Makes mistakes in writing a good description based on the question/ in presenting ideas clearly/ in using appropriate vocabulary / grammar/in linking ideas logically. Is aware of rules of punctuation, but makes mistakes in complex sentences. | Presents a good description on topic. Connects ideas coherently using proper linking words. Uses wide range of grammar and vocabulary within the task set, ideas fulfill the requirements of the task. |

**TERM 4.**

**SUMMATIVE ASSESSMENT TASKS**

**Summative assessment for the unit «Food and Drink»**

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| **Learning objectives** | 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  8.3.2.1(8.S2) Ask more complex questions to get information about a growing range of general topics and some curricular topics  8.3.4.1(8.S4) Respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics  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 |
| **Assessment criteria** | * Identify the meaning and details of the reading texts on familiar topics and draw conclusion by reasoning * Formulate questions that are more complex to get information about the topic * Deliver effective reply speeches or comment on the partner’s speech without preparation * Talk about given topics using appropriate syntax and topic related vocabulary arranging words and phrases into well-formed sentences |
| **Level of thinking skills** | Application  Higher order thinking skills |
| **Duration** | 20 minutes |
| **Reading**  **Task 1.** Read the text and answer the questions.  **EATING OUT**  Are you looking for somewhere special to go this weekend? Do you want to try something new? Check out one of these hot new restaurants.  **This week’s top recommendations**  **Last Days of the Raj**  A centrally located Indian restaurant, perfect for eating before or after a cinema or a show. In summer enjoy your meal in the beautiful garden. The most popular dishes are lamb and chicken cooked with mild, medium or hot spices. For brave customers there is extra hot.  **A Taste of Tuscany**  Wherever you’d like a great value-for-money lunch or a relaxed evening in stylish surroundings, this is the place for you. The chefs have all been trained in Italy and they make both traditional and contemporary dishes. We recommend the pasta and seafood.  **You Local Caff**  Remember when cafes served full English breakfasts – sausages, beans, fried bread, eggs and bacon – with a strong cup of tea? Well, this place still does and you can have your breakfast at any time you like during the day while you listen to your favourite tunes from the 1980s.  **The Lemon Tree**  This pretty restaurant serves healthy food that is tasty too. Come in for a vegetarian snack at lunchtime or a great fruit smoothie or a cappuccino and a delicious piece of cake in the afternoon. Food is bought from local producers whenever possible.  **Cheesy Bites**  A restaurant that only serves cheese, but hundreds of cheeses from many countries and in lots of different forms. They serve reasonably priced lunches but dinner can be expensive. Lovely food and a very elegant dining room, looking onto an amazing flower garden.  **Fast Best**  Fast Food doesn’t have to be junk food, as this café proves. Do you fancy a really good hamburger made with the best ingredients, or old-fashioned fish and chips fried to perfection, all on the table in super-quick time? Speed and quality are important here, and the prices aren’t bad either.  **The Chocolate Box**  The owner of this small café used to cook all kinds of food, but then she realized she preferred desserts to anything else. If you want meat of fish, don’t come here. They only do desserts. Lots of different kinds of sweets. Chocolate lovers will be excited by the range of chocolate cakes.  **Musical Chairs**  Have you noticed how music improves the taste of your food? This new restaurant has different types of live music every night except Sundays, and excellent food to go with it. Great fish dishes, steak and pizza. Monday is classic rock night, so see you there!  **Write the correct letter. One restaurant is extra.**   1. Which Restaurant serves hot and spicy food? \_\_\_\_ 2. Which restaurant only has desserts and sweets? \_\_\_\_ 3. In which two restaurants can you listen to some great music? \_\_\_\_ 4. Which restaurant is good for people who do not eat meat? \_\_\_\_ 5. Which restaurant employs staff trained in Europe? \_\_\_\_ 6. Which restaurant serves an all-day breakfast including sausages, bacon and eggs? \_\_\_\_   A. The Lemon Tree  B. Your Local Café  C. A Taste of Tuscany  D. Fast Best  E. The Chocolate Box  F. Last Days of the Raj  G. Musical Chairs  **Speaking**  **Task 2.** Discuss the questions in a class.  *Teacher organizes a Socratic seminar, which helps him/her to assess learners while they are speaking on the topic ‘Food and Drink’. Learners sit in a circle and answer the question using in their speech some formal and informal expressions to present logically connected information to their classmates. Learners discuss questions in a class. They share their opinions, ask questions, and comment on classmates’ speech.*   1. Which restaurant would you choose to go to and why? 2. Have you ever tried foreign foods? Describe your experience. 3. Do you ever go on diets? Do you think diets work? Is dieting dangerous, in your opinion? 4. Do you think that we eat better now than we did in the past? Explain your answer. 5. Do you agree with genetically modifying the food we eat? What are the advantages of genetically modified food? What are the disadvantages? 6. Do you think the following sayings are true? Why/not? ‘An apple a day keeps the doctor away’ , ‘Carrots help you see in the dark’ | |

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| **Assessment criteria** | **Task** | **Descriptor** | **Mark** |
| **A learner** |
| Identify the meaning and details of the reading texts on familiar topics and draw conclusion by reasoning | 1 | chooses 1-F; | 1 |
| chooses 2-E; | 1 |
| chooses 3-B and G; | 1 |
| chooses 4-A; | 1 |
| chooses 5-C; | 1 |
| chooses 6-B; | 1 |
| Formulate questions that are more complex to get information about the topic  Deliver effective reply speeches or comment on the partner’s speech without preparation  Talk about given topics using appropriate syntax and topic related vocabulary | 2 | asks questions on topic; | 1 |
| uses topical vocabulary accurately; | 1 |
| conveys ideas clearly; | 1 |
| makes an argument and gives reasons; | 1 |
| respond/comments on classmates’ speech. | 1 |
| **Total marks** | | | **11** |

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

**Learner’s name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- |
| **Assessment criteria** | **Level of learning achievements** | | |
| **Low** | **Middle** | **High** |
| Identify the meaning and details of the reading texts on familiar topics and draw conclusion by reasoning. | Experiences difficulties in realizing particular facts, specific details and parts in reading passage. Completes the task mostly incorrectly. | Makes mistakes in identifying facts, specific details in matching exercises. Completes the task with some mistakes. | Feels confidence in identifying facts and specific details in the reading passage. Completes the task mostly correctly. |
| Formulate questions that are more complex to get information about the topic.  Deliver effective reply speeches or comment on the partner’s speech without preparation.  Talk about given topics using appropriate syntax and topic related vocabulary. | Demonstrates limited choice of topical vocabulary in asking and answering the questions.  Makes long pauses in speech. Presents ideas unclear. Experiences difficulties in making comments about classmates’ oral speech. | Demonstrates a good choice of topical vocabulary in asking and answering the questions.  Mistakes and mispronounced words do not interfere with understanding. Presents ideas mostly clear. Makes some comments about classmates’ oral speech. | Demonstrates a wide choice of topical vocabulary in asking and answering the questions.  Speaks with natural pauses. Presents ideas clearly. Confidently comments classmates’ oral speech. |

**Summative assessment for the unit «The World of Work»**

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| **Learning objectives** | 8.2.8.1(8.L8) Understand extended narratives on a wide range of general and curricular topics  8.5.2.1(8.W2) Write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics  8.5.3.1(8.W3) Write with moderate grammatical accuracy on a growing range of familiar general and curricular topics  8.6.10.1(8.UE10) Use present continuous forms for present and future meaning and past continuous, including some passive forms, on a range of familiar general and curricular topics |
| **Assessment criteria** | * Summarize the information in the story to make conclusions * Write sentences about real and imaginary past events, activities and experiences connecting sentences into paragraphs * Demonstrate the ability to write grammatically correct sentences on familiar topics * Show the ability to use past continuous, present continuous forms for present and future meaning |
| **Level of thinking skills** | Knowledge and comprehension  Application  Higher order thinking skills |
| **Duration** | 20 minutes |
| **Listening**  **Task 1.** Listen to the description of the jobs and complete the chart. Write what the job is and the key words that help you to guess what it is.  *CD2. Tapescript 4.*   |  |  | | --- | --- | | **Job** | **Key words** | |  |  | |  |  | |  |  | |  |  | |  |  |   **Writing**  **Task 2.** Think about one job. Write the description of the job without naming what the job is. Describe the place where the person works, qualities or skills that are required for the job.  **You should:**   * use present continuous forms to express future; * link sentences into paragraphs logically; * choose topical vocabulary. | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment criteria** | **Task** | **Descriptor** | **Mark** |
| **A learner** |
| Summarizes the information in the story to make conclusions. | 1 | 1. writes - shop-assistant; | 1 |
| writes key words: go shopping/sell clothes and accessories\* | 1 |
| 1. writes - tour guide; | 1 |
| writes key words: tourists/a tour guide/the boat trip \* | 1 |
| 1. writes - dentist; | 1 |
| writes key words: dentist/have a problem/ look after teeth\* | 1 |
| 1. writes - pilot; | 1 |
| writes key words: love flying/ fly planes/ fly in Europe\* | 1 |
| 1. writes - nurse; | 1 |
| writes key words: a hospital/ doctors/ patients/ give medicine/ look after\* | 1 |
| Write sentences about real and imaginary past events, activities and experiences connecting sentences into paragraphs.  Demonstrate the ability to write grammatically correct sentences on familiar topics.  Show the ability to use past continuous, present continuous forms for present and future meaning. | 2 | conveys ideas clearly; | 1 |
| writes grammatically correct sentences; | 1 |
| uses present continuous forms while writing; | 1 |
| links sentences into paragraphs logically. | 1 |
| **Total marks** | | | **14** |

\*Answers may be various. Learners should write 1 key word for each job. 1 point is given for the correct key words related to the particular job.

**Rubrics for providing information to parents on the results of Summative Assessment for the unit “The World of Work”**

**Learner’s name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment criteria** | **Level of learning achievements** | | |
| **Low** | **Middle** | **High** |
| Summarizes the information in the story to make conclusions | Experiences challenges in identifying the content of the conversation. Finds the jobs’ names and key words mostly incorrectly. | Makes mistakes in identifying the content of the conversation: shop-assistant/ tour guide/dentist/ pilot/ nurse and in writing some key words. | Confidently identifies the content of the conversation and writes specific details while listening. Completes the chart with the necessary information. |
| Write sentences about real and imaginary past events, activities and experiences connecting sentences into paragraphs  Demonstrate the ability to write grammatically correct sentences on familiar topics  Show the ability to use past continuous, present continuous forms for present and future meaning | Tries to address the task. Develops ideas on topic mostly unclear. Organises paragraphs most of the time iilogically. Some errors in spelling and grammar. | Has a good attempt to address the task. Develops ideas mostly clearly but they are undevelloped fully. Some non-impeding errors in spelling and grammar and awkwardness of expression. Experiences some difficulties in linking ideas into paragraphs. | Fully addresses the task. Expresses fully developed ideas. Makes minor spelling and occasional grammatical errors. Links ideas into paragraphs logically. |

*Transript 4*

A.

I work on Saturdays and on the school holidays. Saturdays are busy because that’s when everyone goes shopping. Our shop sells clothes and accessories for men, women and children. I work in the children’s department. It can be crazy sometimes, but it’s fun.

B.

I work during my summer holidays when I’m not at university. Oxford has thousands of tourists in the summer, so it’s easy to find a job as a tour guide. I take tourists to visit the university colleges and then we go to the river. Usually we go along the river on a boat. The tourists love the boat trip I love my work because I can meet people from all over the world.

C.

I like my job, but lots of people don’t like coming to see me because they hate dentists. Sometimes it’s very hard work, but it’s great to help people when they have a problem. It’s so important to look after your teeth.

D.

My job is very difficult, but I like it because I love flying. I fly planes that take people to different places on holiday. Most of the time I fly to Europe to the countries like, Spain, Greece and Italy. The most difficult thing about my job is when the weather is bad. Snow and thunderstorms are the worst. The best thing is visiting different places.

E.

I work in a hospital in the city centre. It’s a very big hospital. I help the doctors with the patients. I give them their medicine and look after them when they feel ill. I love my job but I don’t like the uniform and sometimes I have to work at night.