

Methodological recommendations for Summative Assessment
on the subject «The English language»
Grade 9

Nur-Sultan, 2019

Methodological recommendations for Summative Assessment are designed to assist teachers in planning, organising and carrying out Summative Assessment in «The English language» for the Grade 9 learners. Methodological recommendations are aligned with the Subject Programme and Course plan. Summative Assessment in Grade 9 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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SUMMATIVE ASSESSMENT TASKS FOR TERM 1

Summative assessment for the unit «Hobbies and Qualities»

- Learning objectives**
- 9.2.2.1 Understand most specific information in unsupported extended talk on a wide range of general and curricular topics
 - 9.3.3.1 Explain and justify their own point of view on a range of general and curricular topics

Assessment criteria

- Identify facts and details in extended talks without support on different topics
- Make their opinion clear for others by describing or giving information about it and prove it

Level of thinking skills Application
Higher order thinking skills

Duration 20 minutes

Listening

Task 1. Listen and circle the best answer A, B or C.

CD2. Tapescript 1.

1. What are they planning on doing in the morning?
 - A) Fishing
 - B) Mountain biking
 - C) Hiking
2. According to the weather record, when would it start raining?
 - A) In the afternoon
 - B) At night
 - C) In the morning
3. What did Paul forget to bring?
 - A) Rain coats
 - B) Umbrellas
 - C) Rain boots
4. Where did Sarah leave the playing cards?
 - A) Next to picnic table
 - B) On picnic table
 - C) Under picnic table
5. What do they finally decide to do?
 - A) Stay at a hotel
 - B) Return home
 - C) Sleep at the campground

Speaking

Task 2. Express your opinion about the issue in your card and give reasons. You have 1 minute to prepare and 1 minute to talk about it.

Card 1

1. Tell about an unusual hobby you know.
2. What is the hobby?
3. Why is it unusual for you?
4. What kind of people might like it?

Card 2

1. Tell about a hobby that was fashionable in the past.
2. What is the hobby?
3. Do you know any people still doing it?
4. Why is it not fashionable today?

Card 3

1. Tell about a hobby that is popular among teenagers today.
2. What is the hobby?
3. Why is it popular?
4. Do you know anyone who likes it?

Card 4

1. Tell about your hobby.
2. What is the hobby?
3. Why do you like it?
4. Do you know anyone who also likes it?

Card 5

1. Tell about a dangerous hobby.
2. What is the hobby?
3. Why do you think it is dangerous?
4. Why do people like it if it is dangerous?

Assessment criteria	Task №	Descriptor	Mark
		A learner	
Identify facts and details in extended talks without support on different topics	1	circles “C” as a correct answer for question 1;	1
		circles “B” as a correct answer for question 2;	1
		circles “A” as a correct answer for question 3;	1
		circles “A” as a correct answer for question 4;	1
		circles “C” as a correct answer for question 5;	1
Make their opinion clear for others by describing or giving information about it and prove it	2	gives full answers for the questions in the card;	1
		provides explanation of his/her point of view;	1
		justifies his/ her opinion by providing reasons/examples.	1
Total marks			8

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

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify facts and details in extended talks without support on different topics	Experiences difficulties in identifying detailed information. Majority of the answers are incorrect. <div style="text-align: right;"><input type="checkbox"/></div>	Experiences some difficulties in identifying some detailed information. Makes some mistakes in choosing the correct answers to the questions and filling the gaps with appropriate words. <div style="text-align: right;"><input type="checkbox"/></div>	Correctly identifies detailed information in a talk. Chooses most of the answers correctly. Completes the gaps with appropriate words according to the talk. <div style="text-align: right;"><input type="checkbox"/></div>
Make their opinion clear for others by describing or giving information about it and prove it	Answers some of the questions and has difficulties in expressing the ideas clearly. Struggles to justify the answers. <div style="text-align: right;"><input type="checkbox"/></div>	Answers most of the questions and expresses the ideas clearly. Justifies some of the answers. <div style="text-align: right;"><input type="checkbox"/></div>	Answers all the questions and expresses the ideas clearly. Justifies all the answers. <div style="text-align: right;"><input type="checkbox"/></div>

Transcript

Paul: Sara, I've been looking forward to our early campout for three weeks. [Me too] It's going to be a wonderful day for hiking tomorrow. The great outdoors. Camping under stars. This is the life.

Sara: Yeah, but Paul, I'm a little bit worried about the weather though. The weatherman said it was going to rain later tonight.

Paul: Ah, nonsense. Nothing can spoil our adventure. Those weather reports are never right.

Sara: And it said there was a chance of high winds.

Paul: Ah. Don't worry. [Thunder]

Sara: Paul. Paul. Did you remember to bring our raincoats just in case, like I told you? [light rain]

Paul: Uh...no. I left them on the front porch. [Heavy rain]

Sara: What are we going to do now?

Paul: We'll have to sleep in the car! Hurry get in! [Door shut]

Sara: So, Paul, what are we going to do now?

Paul: How about playing a card game?

Sara: Uhh. I left them next to the picnic table. [Hmmm] Hey, you don't want me to go out in this rain and get them, do you?

Paul: No. that's okay. So what now?

Sara: Well, we could head down the mountain and stay at the hotel we passed on the way up, or go home.

Paul: Hmm, Why don't we just make the best of it here and hope the weather clears.

Summative assessment for the unit «Exercise and Sport»

Learning objectives	9.4.6.1 Recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics 9.4.9.1 Recognise inconsistencies in argument in extended texts on a range of familiar general and curricular topics 9.5.5.1 Develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics
Assessment criteria	<ul style="list-style-type: none">• Identify the opinion of the writer in extended texts• Identify inconsistencies in arguments in extended texts• Write coherent paragraphs supported with arguments and reasons
Level of thinking skills	Application Higher order thinking skills
Duration	20 minutes

Reading

Task 1. Read the text and circle the best answer for the question.

1. What is the writer's attitude about the competition?
A) He/she is in favour of this competition
B) He/she is against of this competition
C) He/she doesn't express her opinion about the competition

The Great North Run is one of the UK's most popular sporting events. It is the biggest and best-known half-marathon in the world. Around fifty thousand competitors sign up to take part in the Great North Run every September, and run the thirteen miles between Newcastle upon Tyne and South Shields. Around one hundred thousand friends and family members line the roads to watch the race, and cheer the runners on from the sidelines.

The first Great North Run was held in 1981, to help raise money for charities and other worthy causes. The race has evolved over the years from a small, low key event to become one of the most popular road running events in the sporting calendar, and the most famous competition of its kind in the world.

A lot of people enjoy running, and men and women of all ages compete in the race to help raise money for their favourite charity. Most ordinary people who enter the race are pleased if they just manage to finish it, but for some athletes the competition is a serious business and they are out to win it! Many well-known celebrities also sign up to take part in the race and raise money for good causes.

Running road races can be exhausting, and amateur runners often find them challenging. Not all runners who enter the race manage to go the full distance and complete it, and there are always some who fall by the wayside. Ambulances are kept on standby in case any runners need any medical attention, and bottled water is provided for competitors to keep them hydrated in various stops along the way. Around two hundred and fifty thousand (a quarter of a million) bottles of water are handed out during the race along, with a thousand or more additional drinks handed out at the start and finish!

Task 2. Read the text again and decide if the following statements are true (T), false (F) or not given (NG). Write T, F or NG in the boxes.

- | | |
|---|----------------------|
| 1. The Great North Run is a small, low key event. | <input type="text"/> |
| 2. Professional athletes and amateur runners compete in the race. | <input type="text"/> |
| 3. Some people who take part don't complete the race. | <input type="text"/> |
| 4. Bottles are recycled after water is finished | <input type="text"/> |

Writing

Task 3.

Choose ONE of the topics and write an article.

Topic 1. Write an article to a school magazine on “*Sport helps us to be more prepared for life*” using arguments to support your opinion.

In your article you should answer the following questions:

1. What sports can help you more than others?
2. How do these sports help you?
3. Who do you know has benefitted from these sports?

Topic 2. Write an article to a school magazine on “*Sport is one way of keeping fit*” using arguments to support your opinion.

In your article you should answer the following questions:

1. Why do people want to keep fit so much?
2. What sports can help people to keep fit?
3. How do these sports help people?

Topic 3. Write an article to a school magazine on “*Doing sport is a way of staying healthy*” using arguments to support your opinion.

In your article you should answer the following questions:

1. What sports are most common in Kazakhstan?
2. Why are they most common?
3. How do these sports help people to stay healthy?

Assessment criteria	Task №	Descriptor	Mark
		A learner	
Identify the opinion of the writer in extended texts	1	circles “C” as a correct answer for question 1;	1
Identify inconsistencies in arguments in extended texts	2	writes “F” or “false” as a correct answer for question 1;	1
		writes “T” or “true” as a correct answer for question 2;	1
		writes “T” or “true” as a correct answer for question 3;	1
		writes “NG” or “not given” as a correct answer for question 4;	1
Write coherent paragraphs supported with arguments and reasons	3	provides relevant content of the topic;	1
		gives arguments to support his/her ideas;	1
		gives appropriate examples / reasons on topic;	1
		uses connectors correctly to develop his/her essay.	1
Total marks			9

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

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the opinion of the writer and inconsistencies in arguments in extended texts	Experiences difficulties in identifying a writer's attitude and inconsistencies in arguments. Majority of the answers are incorrect. <input type="checkbox"/>	Experiences some difficulties in identifying some detailed information. Makes some mistakes in choosing the best option and identifying inconsistencies. <input type="checkbox"/>	Correctly identifies a writer's attitude and inconsistencies in arguments. All answers are correct. <input type="checkbox"/>
Write coherent paragraphs supported with arguments and reasons	Experiences difficulties in developing coherent arguments, cannot support the opinion with appropriate examples and reasons. <input type="checkbox"/>	Experiences some difficulties in developing coherent arguments, struggles to support the opinion with appropriate examples and reasons. <input type="checkbox"/>	Develops coherent arguments, supports the opinion with appropriate examples and states the reasons. <input type="checkbox"/>

SUMMATIVE ASSESSMENT TASKS FOR TERM 2

Summative assessment for the unit «Earth and our place in it»

Learning objectives	9.2.5.1 Recognise the opinion of the speaker`s in unsupported extended talk on a wide range of general and curricular topics
	9.2.7.1 Recognise typical features at word, sentence and text level of a range of spoken genres
	9.3.8.1 Recount extended stories and events on a range of general and curricular topics

Assessment criteria	<ul style="list-style-type: none">• Identify the speaker`s opinion in unsupported extended talk• Identify typical features at word, sentence and text level• Retell extended stories and events
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Level of thinking skills	Knowledge and comprehension Application
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Duration 20 minutes

Listening

Task 1. Listen and circle the best answer A, B, C or D.

CD2. Tapescript 2.

1. According to the speaker, more and more greenhouse gases are produced by
 - A) a heat from the sun
 - B) atmosphere change
 - C) actions of people
 - D) no answer in the recording
2. Which of these things is a greenhouse gas?
 - A) carbon monoxide
 - B) carbon dioxide
 - C) oxygen
 - D) no answer
3. Which of these things can help reduce levels of carbon dioxide?
 - A) Driving to work
 - B) Heating with coal
 - C) Using public transport
 - D) Leaving your TV on
4. Which of these predictions about climate change does the speaker make?
 - A) If planet gets warmer, then polar bears will become extinct
 - B) If planet gets warmer, then we can expect more floods
 - C) If planet gets warmer, then fuel will become less expensive
 - D) If planet gets warmer, then sea levels will rise
5. If the planet continues to heat up, ___ ___ ___ expect to experience more extreme weather.
 - A) then will we
 - B) then can we
 - C) then we can
 - D) then should we

6. Which of these things isn't mentioned in the video?

- A) wave energy
- B) car pooling
- C) coral reefs
- D) heat waves

Speaking

Task 2. What have people done to save our planet?

Answer the question and make a mind map on a poster in 3 minutes and then you will have 1 minute to present it to the whole class. In your speech you should:

- organise your ideas in a logical chain;
- connect your ideas using appropriate linking words;
- use topic related vocabulary.

Assessment criteria	Task №	Descriptor	Mark
		A learner	
Identify the speaker`s opinion in unsupported extended talk Identify typical features at word, sentence and text level	1	circles “C” as a correct answer for question 1 ;	1
		circles “B” as a correct answer for question 2;	1
		circles “C” as a correct answer for question 3 ;	1
		circles “B” as a correct answer for question 4;	1
		circles “C” as a correct answer for question 5 ;	1
		circles “B” as a correct answer for question 6;	1
Retell extended stories and events	2	presents his/her ideas in a logical chain;	1
		connects his/her ideas using appropriate linking words;	1
		uses topic related vocabulary.	1
Total marks			9

Learner's name

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the speaker`s opinion in unsupported extended talk Identify typical features at word, sentence and text level	Experiences difficulties in identifying the speaker`s opinion and finding typical features of the given information. Majority of the answers are incorrect. <div style="text-align: right;"><input type="checkbox"/></div>	Experiences some difficulties in identifying the speaker`s opinion and finding typical features of the given information. Some answers are incorrect. <div style="text-align: right;"><input type="checkbox"/></div>	Correctly identifies the speaker`s opinion and can easily find typical features of the given information. All answers are correct. <div style="text-align: right;"><input type="checkbox"/></div>
Retell extended stories and events	Experiences difficulties while presenting his/her ideas in a logical chain, struggles to connect the ideas with the linking words and uses some of the topic related vocabulary. <div style="text-align: right;"><input type="checkbox"/></div>	Experiences some difficulties while presenting his/her ideas in a logical chain, connects the ideas using some of linking words and uses some of the topic related vocabulary. <div style="text-align: right;"><input type="checkbox"/></div>	Presents his/her ideas in a logical chain, connects the ideas using appropriate linking words and uses most of the topic related vocabulary. <div style="text-align: right;"><input type="checkbox"/></div>

Transcript

Author: Climate change has been in the news for years. But what is it? And how will it affect us? To understand climate change, you first need to know about the greenhouse effect.

The Earth gets heat from the sun in the atmosphere; greenhouse gases like carbon dioxide trap this heat and keep it from escaping back to outer space. Trapping some heat in the atmosphere is a good thing, because it keeps the planet warm enough for us to live. But there's a problem. People all over the world are adding extra carbon dioxide to the atmosphere. That's because today we burn fossil fuels like coal, oil and gas to do many of our everyday activities, like driving our cars, using our computers, and heating our homes. All this extra carbon dioxide is trapping more heat in the atmosphere, making the Earth warmer and causing other climate changes, too.

The signs of climate change are all around us. Temperatures are getting warmer, giant ice sheets are melting, and the oceans are rising. In many places, flowers are blooming earlier, snow is melting sooner, and birds aren't flying as far south for the winter. So why does this matter? Well, if the planet keeps getting warmer, we can expect more powerful storms and more flooding, droughts and heat waves. And these changes can cause additional problems, like the spread of certain diseases, more wildfires, and food and water shortages. Climate change could put entire ecosystems, like coral reefs, in danger, and many plants and animals could become extinct.

The good news is that we can take action! We can put less carbon dioxide into the atmosphere if we generate electricity from clean sources like solar and wind power instead of burning coal, oil or gas. We can also drive less, use public transportation, and choose cars that go further using less gas. And you can do your part! Reduce your energy use by turning off the lights, the computer, and TV when you're not using them, and walk or ride your bike to work or school. By making smart choices and working together, we can make a difference.

Summative assessment for the unit «Charities and Conflict»

Learning objectives	9.4.1.1 Understand the main points in extended texts on a range of unfamiliar general and curricular topics 9.5.6.1 Write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics
Assessment criteria	<ul style="list-style-type: none">• Identify the main points in the text• Develop coherent paragraphs using various connectors
Level of thinking skills	Knowledge and comprehension Application
Duration	20 minutes
Reading	

Task 1. Read the texts and match the statements 1-6 with the correct Charity Organisations A-E.

- | | |
|---|-------|
| 1. Invests money in looking for ways to stop disability. | _____ |
| 2. Provides homes in some cases. | _____ |
| 3. Was given approval on its name by monarch. | _____ |
| 4. Has a smaller, related organisation working on similar issues. | _____ |

Charity organisations

A) The **RSPCA** (Royal Society for the Prevention of Cruelty to Animals) was the first organisation dedicated to the well-being of animals anywhere in the world. In England and Wales alone, the RSPCA employ more than three hundred inspectors whose job it is to investigate reported cruelty to animals. In 1840 Queen Victoria gave the organisation permission to be called a royal society: The RSPCA. These days there are almost two hundred branches in the UK.

B) The **RNIB** (Royal National Institute of the Blind) is the UK's leading charity for the blind. Sight loss is one of the most common disabilities in the UK with over a million people suffering from either partial or total blindness. The RNIB challenges the disabling effects of sight loss by providing information and offering practical services to help people lead as normal a life as possible. The organisation also works on the underlying causes of blindness working towards its prevention, cure or alleviation.

C) **TBG** (Tidy Britain Group) is an independent national charity fighting to improve the quality of the local environment. They aim to make people more aware of the negative effects of litter, dog fouling, graffiti and vandalism and to get everyone involved in doing their bit to keep Britain clean. The work of the TBG is done mainly through campaigning. Volunteers work closely with councils and businesses to organise educational programmes designed to raise awareness of the problems. The TBG's sister organisation, Going for Green, concentrates on pollution issues. The two groups share premises and have the same Chief Executive.

D) **Mencap** is a charity which is dedicated to fighting against discrimination towards people who suffer from any kind of learning disability. Most of Mencap's work is campaigning. People with learning disabilities are disadvantaged because of discrimination and lack of funding of community care. It also provides services of education, housing and employment as well as support and advice for families and careers of sufferers.

Task 2. Paraphrase the given sentences so it has similar meaning. Use the given beginnings of sentences.

Example, Sight loss is one of the most common disabilities in the UK.

Widespread _____.

Answer, Widespread disability among British is blindness.

1. Volunteers work closely with councils and businesses to organise educational programmes.

To arrange _____.

2. People with learning disabilities are disadvantaged because of discrimination and lack of funding of community care.

Discrimination _____.

Writing

Task 3. Choose a topic and write a campaign letter. Use connectors to link ideas.

Topic 1. There is *an orphanage with poor facilities* in the town/ village where you live. You need to write a campaign letter to a local administration asking them for help.

Topic 2. Your *neighbour's little house is so old* that it can be ruined anytime but he does not have any money to help himself. You need to write a campaign letter to raise money for the reconstruction.

Topic 3. Your *classmate is suffering from a serious disease* and he needs a big sum of money for his treatment. To help him you need to write a campaign letter to raise the funding.

Assessment criteria	Task №	Descriptor	Mark
		A learner	
Identify the main points in the text	1	matches “B” with the statement 1;	1
		matches “D” with the statement 2;	1
		matches “A” with the statement 3;	1
		matches “C” with the statement 4;	1
	2	paraphrases the first sentence correctly;	1
		paraphrases the second sentence correctly;	1
Develop coherent paragraphs using various connectors	3	uses a variety of connectors correctly to develop his/her letter;	1
		can express his/her thoughts/ feelings coherently;	1
		uses paragraphs to organise his/her writing.	1
Total marks			9

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

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the main points in the text	Experiences difficulties in identifying main points in extended texts. Struggles to match the statements with the correct texts. Majority of the answers are incorrect. <input type="checkbox"/>	Experiences some difficulties in identifying main points in extended texts. Makes some mistakes in matching the statements with the correct texts. <input type="checkbox"/>	Correctly identifies main points in extended texts. Matches the statements with the correct texts easily. All answers are correct. <input type="checkbox"/>
Develop coherent paragraphs using various connectors	Uses some basic connectors correctly to develop paragraphs, struggles to express his/her thoughts clearly. <input type="checkbox"/>	Uses some connectors correctly to develop paragraphs, expresses most of his/her thoughts clearly. <input type="checkbox"/>	Uses a variety of connectors correctly to develop paragraphs, expresses his/her thoughts clearly. <input type="checkbox"/>

SUMMATIVE ASSESSMENT TASKS FOR TERM 3

Summative assessment for the units «Reading for Pleasure» and «Traditions and Language»

Learning objectives	9.4.5.1 Deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.3.4.1 Respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics 9.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics; 9.3.8.1 Recount extended stories and events on a range of general and curricular topics
Assessment criteria	<ul style="list-style-type: none">• Identify the meaning from context• Deliver effective reply speeches or comment on the partner's speech without preparation• Use topic related vocabulary and syntax to express the opinion• Retell extended stories and events
Level of thinking skills	Knowledge and comprehension Application Higher order thinking skills
Duration	20 minutes

Reading

Task 1. Read the text and circle True (T) or False (F) for the statements 1-6.

Hallowe'en

Hallowe'en is a popular festival in many countries all over the world, and every year it seems to get bigger. Find out some more about the traditional festival of Hallowe'en.

The origins of the name

The festival of Hallowe'en has its (0) roots in Celtic and Roman traditions. Over 2,000 years ago the Celts in Britain, Ireland and parts of France celebrated Samhain to (1) mark the beginning of winter. When the Romans invaded, they merged this with Feralia, their celebration of the passing of the dead. As Christianity spread, the Church tried to replace these pagan feasts with official Church holy days. One of these was November 1. It was called All Saints Day, or "All Hallows", and October 31 was known as "All Hallows' Eve", and then Hallowe'en.

Hallowe'en traditions

In the past there was a tradition called "souling". Poor people went around houses asking for food. In exchange, they promised to say prayers for the dead. People no longer go souling, but the habit has been transformed into a modern Hallowe'en game for children in America, who dress up as ghosts, witches and monsters and go around people's houses, asking for sweets. This game is called 'Trick or Treat'.

Witches

Hallowe'en wouldn't be fun without witches. Witches have always been part of popular folklore. Shakespeare's (2) play "Macbeth" opens with three witches. A witch was someone - usually a woman - who had special powers and had dealings with the devil. The American town,

Salem, in the state of Massachusetts, is famous for the "witchcraft trials", which took place there in 1692.

Pumpkins

The pumpkin is a symbol of Hallowe'en. People empty a pumpkin, cut a face into the side, and put a candle inside. It's known as a Jack O' Lantern, from an Irish legend about a man called Jack, who made a deal with the devil.

- | | | |
|--|---|---|
| 1. Lots of people like Hallowe'en. | T | F |
| 2. The Celts celebrated Samhain at the end of autumn. | T | F |
| 3. The Christian Church took over the older pagan festivals. | T | F |
| 4. Only poor people play 'Trick or Treat'. | T | F |
| 5. Witches are modern characters. | T | F |
| 6. Jack O'Lantern was another name for the devil. | T | F |

Task 2. Read the text again and circle the word that can replace the underlined word without changing the meaning.

Example: (0) cores origins seeds stems

- | | | | |
|------------|-------------|----------|-----------|
| 1. covered | expanded | extended | stretched |
| 2. game | performance | sport | work |

Speaking

Task 3. In pairs, learners take a card and develop a conversation answering the given questions. They have 1 minute to generate the ideas and they have to speak for 2-3 minutes.

Card 1. Answer the following questions in the form of conversation. You have 1 minute for preparation and you have to speak for 2-3 minutes.

1. Explain the title of the book you've read.
2. What category or genre do you think it fits into?
3. What do you think the author's purpose is?
4. Something you liked about it. Why?

Card 2. Answer the following questions in the form of conversation. You have 1 minute for preparation and you have to speak for 2-3 minutes.

1. Something you disliked about the book you've read.
2. Describe the setting.
3. Which character did you like most? Why?
4. Which character did you like least? Why?

Card 3. Answer the following questions in the form of conversation. You have 1 minute for preparation and you have to speak for 2-3 minutes.

1. Describe one of the main characters of the book that you've read.
2. What changes does a main character go through?
3. Describe one significant part of the book.
4. How did reading it change you, or your views?

Card 4. Answer the following questions in the form of conversation. You have 1 minute for preparation and you have to speak for 2-3 minutes.

1. What would you say to persuade a friend to read the book that you`ve read or not to read it?
2. Summarise it in one sentence.
3. What feedback would you give the author?
4. What would you change in the book if you had a chance?

Card 5. Answer the following questions in the form of conversation. You have 1 minute for preparation and you have to speak for 2-3 minutes.

1. What was the lesson that you`ve learnt from the book?
2. What do you think of the ending?
3. What happens, or should happen, after the ending?
4. How did reading it change you, or your views?

Assessment criteria	Task №	Descriptor	Mark
		A learner	
Identify the meaning from context	1	circles “T” as a correct answer for question 1;	1
		circles “T” as a correct answer for question 2;	1
		circles “T” as a correct answer for question 3;	1
		circles “F” as a correct answer for question 4;	1
		circles “F” as a correct answer for question 5;	1
		circles “F” as a correct answer for question 6;	1
	2	circles “expanded” as a correct answer for question 1;	
		circles “work” as a correct answer for question 2;	
Deliver effective reply speeches or comment on the partner’s speech without preparation Retell extended stories and events Use topic related vocabulary and syntax to express the opinion	3	answers all questions and respond to unexpected comments without preparation;	1
		presents his/her ideas in a logical chain to retell the story;	1
		justifies his/her answers with reasons;	1
		uses topic related vocabulary.	1
Total marks			10

**Rubrics for providing information to parents on the results of
Summative Assessment for the units «Reading for Pleasure» and «Traditions and Language»**

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the meaning from context	Experiences difficulties in identifying if the statement is T or F. Struggles in identifying the meaning from context. <input type="checkbox"/>	Experiences some difficulties in identifying if the statement is T or F. Makes some mistakes in identifying the meaning from context. <input type="checkbox"/>	Correctly identifies T and F statements. Successfully identifies the meaning from context. <input type="checkbox"/>
Deliver effective reply speeches or comment on the partner's speech without preparation Retell extended stories and events Use topic related vocabulary and syntax to express the opinion	Experiences difficulties to present his/her ideas in a logical chain to retell the stories or events, struggles to justify the answers, uses some of the topic related vocabulary and answers some of the questions, does not comment on the partner's speech. <input type="checkbox"/>	Experiences some difficulties to present his/her ideas in a logical chain to retell the stories or events, justifies some of the answers with reasons, uses topic related vocabulary and answers most of the questions, sometimes comments on the partner's speech. <input type="checkbox"/>	Presents his/her ideas in a logical chain to retell the stories or events, justifies the answers with reasons, uses topic related vocabulary and answer all the questions. <input type="checkbox"/>

Summative assessment for the unit «Music and Film»

Learning objectives	9.2.4.1 Understand most of the implied meaning in unsupported extended talks on a wide range of general and curricular topics 9.5.3.1 Write with moderate grammatical accuracy on a wide range of familiar general and curricular topics 9.5.5.1 Develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics 9.5.6.1 Write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics
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Assessment criteria	<ul style="list-style-type: none">• Identify most of the implied meaning in unsupported extended talks• Develop coherent paragraphs with moderate grammatical accuracy• Develop coherent arguments supported by examples and reasons• Use a variety of connectors to develop coherent paragraphs
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Level of thinking skills	Knowledge and comprehension Application
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Duration	20 minutes
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Listening

Task 1. Listen and circle True or False for statements 1-6.
CD2. Tapescript 3.

1. The boy wants to be in the band.	T	F
2. He doesn't like singing.	T	F
3. He can't remember the song on the guitar.	T	F
4. The boy is good at drums.	T	F
5. The girl says she will call him the next day.	T	F

Writing

Task 2. Write a film review of your favourite movie.

In your review you should include the following information:

- Film's title.
- The type of the film. When it was made.
- Explain the film's story but don't explain the ending.
- Your opinion about the film.
- Should people go and watch the film?

Assessment criteria	Task №	Descriptor	Mark
		A learner	
Identify most of the implied meaning in unsupported extended talks	1	circles “True” as a correct answer for question 1;	1
		circles “False” as a correct answer for question 2;	1
		circles “True” as a correct answer for question 3;	1
		circles “False” as a correct answer for question 4;	1
		circles “False” as a correct answer for question 5;	1
Develop coherent arguments in paragraphs supported by examples and reasons Develop coherent paragraphs with moderate grammatical accuracy Use a variety of connectors to develop coherent paragraphs	2	gives relevant content of a film review;	1
		includes the title of the film;	1
		writes its type and/or when it was made;	1
		gives information about the story of the film without ending;	1
		expresses his/her opinion of the film;	1
		gives recommendation to go or not to go to watch the film;	1
		writes grammatically correct sentences;	1
		uses a variety of connectors correctly to develop his/her essay;	1
		supports his/her arguments by examples and /or reasons.	1
Total marks			14

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

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify most of the implied meaning in unsupported extended talks	Experiences difficulties in identifying most of the implied meaning. The majority of the answers are incorrect. <input type="checkbox"/>	Experiences some difficulties in identifying most of the implied meaning. Some answers are incorrect. <input type="checkbox"/>	Correctly identifies most of the implied meaning. All answers are correct. <input type="checkbox"/>
Develop coherent paragraphs with moderate grammatical accuracy Develop coherent arguments supported by examples and reasons Use a variety of connectors to develop coherent paragraphs	Experiences difficulties in developing coherent arguments using basic connectors, omits some parts of a film review, makes a lot of grammatical mistakes in the sentences and struggles to support the arguments by examples and reasons. <input type="checkbox"/>	Experiences some difficulties in developing coherent arguments using basic connectors, follows the structure of a film review, makes some grammatical mistakes in the sentences and struggles to support the arguments by examples and reasons. <input type="checkbox"/>	Develops coherent arguments using basic connectors, follows the structure of a film review, writes grammatically correct sentences and supports the arguments by examples and reasons. <input type="checkbox"/>

Transcript

Boy: Ah, band auditions. Great! I'd love to be in a band! ... Hi. Is this the band audition?

Girl: Hello. Yes. So, you'd like to be in our band?

Boy: Yes, I love music.

Girl: Well, we need a singer, a guitarist and a drummer.

Boy: Oh, I love singing!

Girl: OK, so you can sing. Let's sing the beginning of this song.

Boy: (singing) Tonight I'm going to have myself a real good time. I feel alive ...

Girl: Right, OK, mmm, maybe not. Can you play an instrument?

Boy: Er, well, I can play the guitar a little.

Girl: OK, let's hear you. What can you play? ... That's it?

Boy: Er, yeah. I can't remember any more.

Girl: Erm, can you play the drums?

Boy: Yeah, sure.

Girl: OK! OK! STOP! That's enough. Erm, what about the maracas? Can you play the maracas?

Boy: Yes, I can. (singing) Young and strong and ... er ...

Girl: Great, great! Hmm ... thanks for coming. I'll call you next week.

SUMMATIVE ASSESSMENT TASKS FOR TERM 4

Summative assessment for the unit «Travel and Tourism»

Learning objectives	9.2.2.1 Understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics
Assessment criteria	<ul style="list-style-type: none"> Identify specific information in extended talks Use subject-specific vocabulary and syntax to express their opinion
Level of thinking skills	Knowledge and comprehension Application
Duration	20 minutes

Listening

Task 1. Listen and complete the gaps with the correct place from the box.

CD2. Tapescript 4.

Oxford	Manchester	London	Cambridge	Exeter
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1. Listening A The speaker wants to go to _____
2. Listening B The speaker wants to go to _____
3. Listening C The speaker wants to go to _____
4. Listening D The train is going to _____
5. Listening E The passengers want to go to _____

Speaking

Task 2. Choose ONE card and answer the questions.

You have 1 minute to prepare and 1-2 minutes to talk about it to your partner.

Your partner will assess your speaking using the following criteria:

Criteria	Tick if your partner achieved it
1. My partner answers all of the questions	
2. My partner uses appropriate subject-specific vocabulary	
3. My partner expresses his/her opinion using an appropriate syntax	

Card 1

Are there any places that you would particularly like to go?

Are you planning any vacations at the moment?

Can you easily find your way around new places?

Can you tell me about the kind of things that you usually do on holiday?

Card 2

Can you tell me something about your last holiday?
Did you often visit relatives when you were younger?
Do you ever prefer to spend your vacation at home?
Do you often read travel reviews?

Card 3

Do you enjoy planning holidays?
Do you have any plans for the next public holiday?
Do you have any camping or hiking gear?
Do you prefer rural holidays or city breaks?

Card 4

Do you think you will buy a home in the country someday?
Do you want to spend more time abroad in the future?
Does your hometown attract many tourists?
Have you ever spent too much on holiday?

Card 5

How do you most like to travel?
How do you usually commute?
How important is traveling to you?
How is your taste in holidays changing?

Card 6

What kind of leisure activities do you prefer doing in summer?
How often do you stay in hotels?
If you could take any kind of holiday, where would you go in summer?
Is there anything you dislike about beach holidays?

Card 7

Is there anything you'd like to see abroad?
Is your hometown a good place for a holiday?
What are your plans for the next public holiday?
What are/ were the best things about school holidays when you were younger?

Card 8

What changes would you like to make to the last hotel you stayed in?
What did you do last winter holiday?
What do you find most difficult about going on holiday as a family?
What do you like about the last place you went on holiday?

Assessment criteria	Task №	Descriptor	Mark
		<i>A learner</i>	
Identify specific information in extended talks	1	writes “Cambridge” as a correct answer for question 1;	1
		writes “Manchester” as a correct answer for question 2;	1
		writes “Oxford” as a correct answer for question 3;	1
		writes “Exeter” as a correct answer for question 4;	1
		writes “London ” as a correct answer for question 5;	1
Use subject-specific vocabulary and syntax to express their opinion	2	expresses opinion on the questions;	1
		uses appropriate subject-specific vocabulary;	1
		uses an appropriate syntax.	1
Total marks			8

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

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify specific information in extended talks	Experiences difficulties in identifying specific information. Have incorrect answers. <input type="checkbox"/>	Experiences some difficulties in identifying specific information. <input type="checkbox"/>	Correctly identifies specific information. All answers are correct. <input type="checkbox"/>
Use subject-specific vocabulary and syntax to express their opinion	Experiences difficulties in developing and sustaining a consistent argument. Uses subject-specific vocabulary and syntax to express their opinion mostly inappropriately and answer some of the questions. <input type="checkbox"/>	Experiences some difficulties in developing and sustaining a consistent argument, uses some subject-specific vocabulary and syntax to express their opinion and answer most of the questions. <input type="checkbox"/>	Develop and sustain a consistent argument. Uses appropriate most of the subject-specific vocabulary and syntax to express their opinion and answer all the questions. <input type="checkbox"/>

Transcript

A.

Passenger: Excuse me? Which platform does the train to Cambridge leave from?

Train station attendant: The 10:15 train or the 10:40?

Passenger: The 10:15.

Train station attendant: The 10:15 train leaves from platform 3.

Passenger: Thanks.

B.

Passenger: Hi. Could I have a ticket for the next train to Manchester, please?

Train ticket vendor: Single or return?

Passenger: Errr, single please.

Train ticket vendor: The next train is at 12:30pm, leaving from platform 2.

Passenger: And how much is it?

Train ticket vendor: £13:50

C.

Ticket inspector: Tickets, please. Can I see your ticket, please?

Passenger: Yes, here you are.

Ticket inspector: This ticket is for Oxford.

Passenger: Yes, that's right.

Ticket inspector: But this train doesn't go to Oxford, it goes to Liverpool.

Passenger: What? Liverpool? Oh no!

D.

Train station announcement: The next train arriving at platform 1 is the 15:45 train to Exeter, stopping at Bristol Temple Meads and arriving at Exeter St David's at 18:30.

E.

Harry: What time is our train back to London?

Angel: It leaves at 4:30. We've only got 5 minutes.

Harry: What platform does it leave from?

Angel: Platform 2. Look, over there.

Harry: I can't see our train anywhere. Let me see the ticket. Look, it says 4:20, not 4:30!

Angel: Oh no, we've missed it.

Harry: No we haven't, it's late. Look, here it is now.

Angel: Phew, that was lucky!

Summative assessment for the unit «Science and Technology»

Learning objectives	9.4.5.1 Deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.5.6.1 Write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics 9.5.7.1 Use independently appropriate layout at text level on a growing range of general and curricular topics
Assessment criteria	<ul style="list-style-type: none">• Identify the meaning and details of the reading texts on familiar topics and draw conclusion by reasoning• Develop coherent paragraphs at text level using a variety of connectors• Use an appropriate layout in writing
Level of thinking skills	Application
Duration	20 minutes

Reading

Task 1. Read the text. Identify what we should and should not do when we search something on the Internet. Write **Do** if you should and **Don't** if you shouldn't do the actions in statements 1-6.

1. Use inverted commas in a search. _____
2. Use words like 'a' or 'the' in a search. _____
3. Check the spelling of every word. _____
4. Believe all the information you see on the Internet. _____

HOW TO BE A SAFE AND SMART SEARCHER

SEVERAL KEYWORDS WILL HELP TO FIND BETTER RESULTS. Use more than one keyword when you are doing a search. If you want to find out about seagulls, for example, search for **bird seagull** and not just 'seagull'-because seagull might also be the name of just about anything else, from a hotel to a documentary film.

EXACT REFERENCES CAN HELP YOU FIND WHAT YOU'RE LOOKING FOR. If you are looking for an exact phrase or sentence, e.g. "**seagulls are very clever**", type it between inverted commas ("") and only exact matches will be shown. This is useful when you want to find something you've already seen but lost.

AVOID COMMON WORDS like 'a' or 'the' in a search. These aren't always helpful and are usually unnecessary.

REMOVE UNWANTED RESULTS by adding a minus symbol (-). For example, **seagull-hotel-film** would leave out all references to hotels and films.

CHECK YOUR SPELLING. Make sure that you spell every word in the search box correctly. The smallest typing mistakes can bring unwanted results- especially when the mistyped word exists.

RELIABILITY IS VERY IMPORTANT WHEN YOU ARE SEARCHING ON THE INTERNET. Always ask yourself, 'Is this reliable?' don't make the mistake of believing everything you see. Some websites are unreliable, and some information is false. Check your information on other

websites before accepting it.

Task 2. Paraphrase the given sentences so it has similar meaning. Use the given beginnings of sentences.

Example, Several keywords will help to find better results.

Better results _____.

Answer, Better results can be found by using several keywords.

1. Remove unwanted results by adding a minus symbol (-).

A minus symbol (-) _____.

2. Check your information on other websites before accepting it.

Information _____.

Writing

Task 2. Write an essay on the following topic:

Do you think modern technology has made life easier and safer? Or do you think that modern technology has made life more difficult and more dangerous? What are the advantages and disadvantages of modern technologies?

Follow this structure:

Paragraph 1: What general information about technologies can you give?

State your opinion (thesis).

Paragraph 2: What are the advantages of modern technologies?

Paragraph 3: What are the disadvantages of modern technologies?

Paragraph 4: What's your overall opinion? Restate the thesis.

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	writes “Do” for the statement 1;	1
		writes “Don`t” for the statement 2;	1
		writes “Do” for the statement 3;	1
		writes “Don`t” for the statement 4;	1
	2	paraphrases the first sentence correctly;	1
		paraphrases the second sentence correctly;	1
Develop coherent paragraphs at text level using a variety of connectors Use an appropriate layout in writing	3	presents the thesis;	1
		writes about advantages of modern technologies;	1
		writes about disadvantages of modern technologies;	1
		expresses his/her overall opinion;	1
		uses appropriate layout in writing;	1
		uses a variety of connectors correctly to develop the website review.	1
Total marks			12

Rubrics for providing information to parents on the results of Summative Assessment for the unit « Science and Technology »

Learner's name _____

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 identifying the meaning and details and cannot extend understanding of familiar paper. Struggles to paraphrase the sentences. □	Experiences some difficulties in identifying the meaning and details and extending understanding of familiar paper. Makes some mistakes in paraphrasing. □	Correctly identifies the meaning and details and extends understanding of familiar paper. Paraphrases the sentences correctly. □
Develop coherent paragraphs at text level using a variety of connectors Use an appropriate layout in writing	Attempts to write a thesis statement, writes the opinion either about advantages or disadvantages of modern technologies, struggles to give reasons and support them, uses some of the connectors correctly. Does not follow the correct layout in writing. □	Writes thesis statement, writes the opinion either about advantages or disadvantages of modern technologies, gives reasons without supporting them,uses some of the connectors correctly. Follows the correct layout in writing. □	Develops thesis statement that is supported by reasons. Writes the opinion about advantages and disadvantages of modern technologies, uses a variety of connectors correctly. Follows the correct layout in writing. □