**SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 3**

**Review of summative assessment for term 3**

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

Listening – 10 minutes

Reading – 10 minutes

Writing – 20 minutes

Speaking task is conducted separately.

**Total marks- 20**

**The structure of the summative assessment**

This Summative Assessment consists of 12 questions: listening, reading, writing and speaking. Different types of tasks are used in the Summative Assessment for the term.

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

Open-ended tasks require learners to write a detailed answer to the questions according the text.

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

 Transcript to this file is after the Mark schemes.

The content of the summative assessment for the 2 term should be selected on topics“Values” and “The world of work” for any strands.

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit** | **Strand** | **Learning objective** | **\*Total number of questions** | **\*Question №** | **\*Type of question** | **\*Task description** | **Time** | **Total marks** |
| Values. The world of work. | Listening | 5.2.8.1 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics | 5 | 12345 | Matching | Each learner works individually.Learners listen to the dialogue twice and match the persons to their jobs.Before the teacher starts reading the dialogue learners have one minute to get familiar with the questions.The task includes 5 persons and 8 professions – there are 3 extra professions.  | 10 minutes | 5 |
| Reading | 5.4.2.1 Understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics. | 5 | 12345 | Open ended | Each learner works individually.Learners read the text on topic ‘Values”. The task consists of 5 questions. Learners should give the full answer.  | 10 minutes | 5 |
| Writing | 5.5.7.1 Use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics.5.5.5.1 Link without support sentences using basic coordinating connectors  | 1 | 1 | Open ended  | Each learner works individually.Learners write a short essay using appropriate grammar structures, layout for the letter and linking words covered during the term.  | 20 minutes | 5 |
| [Speaking](file:///%5C%5Cspeaking) | 5.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics. | 1 | 1 | Open ended  | Learners individually describe the pictures using subject related vocabulary covered during the term on the topics “The world of the work”. Learners are supposed to use appropriate grammar structures. Learners prepare for 1 minute and speak 1 minute. Teacher can ask supporting questions if necessary to help learners.  | Each learner talks for 1 minute | 5 |
| **TOTAL:** |  |  |  |  |  |  | **40 minutes** | **20** |
| Note: \*-sections that can be changed |

**Tasks for the Summative Assessment for the term 2**

**LISTENING**

**Task 1.** Listen to the dialogue about Alex’s family members and match them to their jobs. There are 3 extra jobs. You will listen to the dialogue twice.

|  |  |  |
| --- | --- | --- |
| **Family members** | **Jobs** | **Answer** |
| 1. Dad | A. vet | 1.\_\_\_\_\_\_ [1] |
| 2. Mum | B. pilot | 2.\_\_\_\_\_\_ [1] |
| 3. Carol | C. secretary | 3.\_\_\_\_\_\_ [1] |
| 4. Mark | D. nurse | 4.\_\_\_\_\_\_ [1] |
| 5. Jake | E. mechanic | 5.\_\_\_\_\_\_ [1] |
|  | F. driver |  |
|  | G. doctor |  |
|  | H. footballer |  |

**Total [5]**

**READING**

**Task 2.** Read the email about the best friend.

**From:** Helen

**To**: Stefani

**Subject**: My best friend

Hi Stefani,

I want to write you about my friend, Ann. She is my best friend. We study in the 5th form at the same school and she is also eleven years old. Ann is very clever and she likes Math and English most of all, just like me. She is serious person but sometimes she can be funny. She tells different jokes and often makes me laugh. When we have free time, we watch films. We can watch cartoons, actions but comedies are our favourites. What about you? Tell me about your best friend. Write back soon.

Best wishes,

Helen

**Read the email again and answer the questions. You should write the FULL answer.**

1. What is the email about?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [1]

1. Who is Helen’s best friend?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [1]

1. What are Helen’s favourite school subjects?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [1]

1. What is Helen’s best friend like?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [1]

1. What do they do in their free time?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [1]

**Total [5]**

**WRITING**

**Task 3.** Write a short essay about your family. Use *and, or, but, because*, etc. to write complex sentences.

Follow the plan:

**Introduction** – characterize your family (use at least 3 adjectives), indicate the number of persons and who they are (mum, daddy, granny, granddad, sister, brother, etc.)

**Main body**: describe two persons of your family (name, age, appearance, profession, characteristic – at least 3 adjectives)

**Conclusion**: What do you like/don’t like in your family? Why?

**Total [5]**

**SPEAKING**

**Task 4.**  Look at the pictures. Choose ONE of them and describe. Use the connectors. Speak about:

- name of the profession:

- place of work;

- what they do;

- what profession you like/dislike and why.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | https://printonic.ru/uploads/images/2016/04/15/img_5710ae54a4fa2.jpg | **2** | https://media.istockphoto.com/vectors/funny-hairdresser-or-barber-profession-abc-series-vector-id522730306?k=6&m=522730306&s=612x612&w=0&h=YLbj0hxmSpbSabylR68Ml4sSfu3dB4WeOjTBEdNX2yE= | **3** | https://sun9-2.userapi.com/c854532/v854532711/5ac48/9_22Y8ue5h0.jpg | **4** | https://static.elitsy.ru/media/cache/6b/3c/6b3c09b77301b95b0c574bc380ff1878.jpg |

**Total [5]**

**Total marks \_\_/20**

**Mark scheme**

**Listening and Reading**

|  |  |  |  |
| --- | --- | --- | --- |
|  **№** | **Answer** | **Mark** | **Additional information**  |
| 1.2.3.4.5. | 1. B | 1 |  |
| 2. G | 1 |  |
| 3. C | 1 |  |
| 4. F | 1 |  |
| 5. E | 1 |  |
| 1.2.3.4.5. | The email is about best friend. | 1 | Other answers are acceptable if learners give the correct full answers to the questions according to the email they read. |
| Helen’s best friend is Ann. | 1 |
| Helen’s favourite school subjects are Math and English. | 1 |
| She is clever and funny. | 1 |
| They like watch films. | 1 |
| **Total**  | **10** |  |
| **Listening****Transcript***Girl:* Hi Alex, can you tell me about your family, please?*Alex:* Of course.*Girl:* What does your dad do?*Alex:* My dad flies planes. He is a pilot. It’s very interesting job.*Girl:* Yeah, you are right, it’s interesting but dangerous. What about your mum? Is she a stewardess?*Alex:* No, she isn’t a stewardess. Mum works in a hospital. She is a doctor. She treats children.*Girl:* Is your sister Carol a teacher? I often meet her at school.*Alex:* She works at school, but she isn’t a teacher. She’s a secretary. She types letters and answers the calls.*Girl:* I know your brother – he drives the car.*Alex:* No! Not my brother. My cousin Mark is a driver. My brother Jake repairs the cars, not drives.*Girl:* Is he a mechanic? *Alex:* Yes, you’re right.*Girl:* Well, thanks, Alex for your answers.*Alex:* You are welcome!**Resources:***Speaking*Picture 1 <https://ds05.infourok.ru/uploads/ex/0b00/000d034f-18830caa/hello_html_m7aba8b57.jpg> Picture 2 <https://media.istockphoto.com/vectors/funny-hairdresser-or-barber-profession-abc-series-vector-id522730306?k=6&m=522730306&s=612x612&w=0&h=YLbj0hxmSpbSabylR68Ml4sSfu3dB4WeOjTBEdNX2yE>= Picture 3 <https://sun9-2.userapi.com/c854532/v854532711/5ac48/9_22Y8ue5h0.jpg> Picture 4 <https://static.elitsy.ru/media/cache/6b/3c/6b3c09b77301b95b0c574bc380ff1878.jpg> |

**Mark scheme**

**Writing and Speaking**

**CRITERIA FOR MARKING WRITING**

**Give points out of 5 for each criterion (content, organization, vocabulary and grammar and punctuation), and then calculate a mean to give a total mark out of 5. All fractional marks should be rounded up to the closest whole mark.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mark /Criterion** | **Content (relevance and development of ideas)** | **Organization (cohesion, paragraphing and format)** | **Vocabulary (style and accuracy)** | **Grammar (style and accuracy) and Punctuation (accuracy)** |
| **5** | * All content is relevant to the task; insignificant content omissions may be present.
* The register on the whole corresponds to the requirements of the task; occasional and inconsistent misuse of register may be present.
* Most content points are addressed, but their development may be slightly imbalanced.
 | * Uses basic connectors correctly.
* Uses paragraphs to separate ideas; most paragraphs revolve around one idea or a set of like ideas; the size of each paragraph may reflect imbalanced development of ideas.
* The format is appropriate.
 | * Uses a range of everyday vocabulary appropriately; attempts to use less common lexical items, but may make frequent errors.
* Has good control of word formation; may make errors in producing less common word forms.
* Spells common vocabulary items correctly; few (no more than five) occasional spelling mistakes may be present.
* May often misspell less common lexical items.
* Errors in word choice and/or spelling do not distort meaning.
 | * Writes short and extended simple and compound sentence forms correctly.
* Occasional errors in grammar and/or punctuation do not distort meaning.
 |
| **4** | * Most content is relevant to the task; insignificant content omissions may be present.
* The register on the whole corresponds to the requirements of the task.
* Most content points are addressed, but some content points may be more fully covered than others.
 | * Uses some basic connectors, but these may be inaccurate or repetitive.
* Uses paragraphs to separate ideas, but tends to misuse paragraphing (a script is a set of very short paragraphs **or** some paragraphs may be much longer than other ones for no apparent reason).
* The format is generally appropriate.
 | * Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexical items.
* Has good control of word formation; can produce common word forms correctly.
* May make infrequent errors in spelling more difficult words.
* Errors in word choice and/or spelling rarely distort meaning.
 | * Writes short and extended simple and some compound sentence forms correctly.
* While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted.
 |
| **3** | * Some content is relevant to the task; significant content omissions may be present.
* The register barely corresponds to the requirements of the task.
* Only some content points, which are minimally addressed.
 | * Uses a very limited range of basic connectors correctly.
* Writes in paragraphs, but may not use them to separate ideas (a script may have random breaks between paragraphs).
* The format may be inappropriate in places.
 | * Uses basic vocabulary reasonably appropriately.
* Has some control of word formation; can produce some common word forms correctly.
* Makes frequent errors in spelling more difficult words, but simple words are spelled correctly.
* Errors in word choice and/or spelling distort meaning at times.
 | * Writes short simple sentence forms and most extended simple sentence forms correctly.
* Errors in grammar and/or punctuation may distort meaning at times.
 |
| **2** | * Severe irrelevances and misinterpretations of the task may be present.
* Only few content points, which are minimally addressed.
 | * May use a very limited range of basic connectors, and those used may not indicate a logical relationship between ideas.
* Attempts to write in paragraphs, but their use may be confusing (may start every sentence with a new line).
* The format may be inappropriate.
 | * Uses an extremely limited range of vocabulary.
* Has very limited control of word formation; can produce a few common word forms correctly.
* Makes many errors in spelling, including a range of simple words.
* Errors in word choice and/or spelling distort meaning.
 | * Writes only very short simple sentence forms correctly.
* Frequent errors in grammar and/or punctuation distort meaning.
 |
| **1** | * Attempts the task, but it is largely misinterpreted and the response is barely relevant to the task.
 | * Links are missing or incorrect.
* Does not write in paragraphs at all (a script is a block of text).
* The format is not appropriate.
 | * Can only use a few isolated words and/or memorized phrases.
* Has essentially no control of word formation; can barely produce any word forms.
* Displays few examples of conventional spelling.
 | * No evidence of sentence forms.
 |
| **0** | * Does not attempt the task in any way.

**OR*** The response is completely irrelevant to the task.

**OR*** There is too little language to assess.

**OR*** Content is completely incomprehensible due to extremely poor handwriting: very few words are distinguishable, so there is a lack of context to verify meaning.
 |

**CRITERIA FOR MARKING SPEAKING**

**Give a mark out of 5 for each criterion (development and fluency, and language), and then calculate a mean to give an overall total out of 5.**

|  |  |  |
| --- | --- | --- |
| **Mark /Criterion** | **Development and Fluency**  | **Language**  |
| **5** | * Responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation.
* Produces mostly extended stretches of language despite some hesitation, although instances of using short phrases may be present.
* Can generally respond to change in direction of the conversation.
* Pronunciation is generally intelligible.
* Intonation is generally appropriate
 | * Produces error-free simple sentences.
* Uses a range of appropriate vocabulary when talking about a range of general and curricular topics.
* Occasional mistakes do not cause comprehension problems.
 |
| **4** | * Attempts to respond to questions and prompts.
* Produces responses which are extended beyond short phrases, despite hesitation.
* Effort will need to be made to develop the conversation; only partial success will be achieved.
* Pronunciation is mostly intelligible.
* May not follow English intonation patterns at times.
 | * Frequently produces error-free simple sentences.
* Uses appropriate vocabulary to talk about a limited range of general and curricular topics.
* Errors may cause comprehension problems.
 |
| **3** | * Responses tend to be brief and are characterized by frequent hesitation.
* Has to be encouraged to go beyond short responses and struggles to develop a conversation.
* There is a lack of intelligibility of pronunciation, but it is unlikely to impede communication.
* May not follow English intonation patterns frequently.
 | * Produces basic sentence forms and some correct simple sentences.
* Uses a limited range of appropriate vocabulary to talk about a limited range of general topics.
* Errors are frequent and may lead to misunderstanding.
 |
| **2** | * Responses are so brief that little is communicated.
* Barely engages in a conversation.
* Pronunciation may cause some communication difficulty.
* Does not follow English intonation patterns.
 | * Attempts basic sentence forms, but with limited success.

**OR*** Heavily relies on apparently memorized utterances.
* Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics.
* Makes numerous errors except in memorized expressions.
 |
| **1** | * No communication possible.
* Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.
 | * Cannot produce basic sentence forms.
* Can only produce isolated words and phrases or memorized utterances.
 |
| **0** | * No attempt at the response.

**OR*** No rateable language.
 |

\*Speech deficiencies should not be considered as affecting intelligibility.