**SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 4**

**Review of summative assessment for term 4**

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

Listening – 10 minutes

Reading – 10 minutes

Writing – 20 minutes

Speaking task is conducted separately.

**Total marks- 24**

**The structure of the summative assessment**

This Summative Assessment consists of 14 questions: listening, reading, writing and speaking. Different types of tasks are used in the Summative Assessment for the term.

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

Gap filling task is a task in which words/numbers are removed from a text and replaced with spaces. Learners have to fill each space with the missing a suitable word or words.

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

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

Transcript for listening task can be found on the website [*http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/shopping-clothes*](http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/shopping-clothes)

The content of the summative assessment for the 4 term should be selected on topics “Healthy Habits” or/and “Clothes and fashion”.

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit** | **Strand** | **Learning objective** | **\*Total number of questions** | **\*Question №** | **\*Type of question** | **\*Task description** | **Time** | **Total marks** |
| Healthy Habits.Clothes and Fashion | Listening | 7. L5 Recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics. 7. L6 Deduce meaning from context with little support in extended talk on a limited range of general and curricular topics.  | 1 | 123456 | Multiple choiceGap filling | Each learner works individually. Learners listen to the recording twice on topic ‘Clothes and Fashion’, having chance to look through the questions before the recording starts. The task consists of 6 questions with one possible answer. Learners choose correct answer from four alternatives A, B, C or D and complete the gaps with one or two words.  | 10 minutes | 6 |
| Reading  | 7. R1 Understand the main points in texts on a limited range of unfamiliar general and curricular topics. 7. R2 Understand specific information and detail in texts on a range of familiar general and curricular topics.  | 1 | 123456 | Matching Open-ended  | Each learner works individually. Learners read the text and answer the questions. Learners find information in the text and complete the table. They answer open ended questions.  | 10 minutes | 6 |
| Writing | 7. W6 Link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics. 7. W8 Spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics. 7.UE2 Use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough  | 1 | 1 | Open-ended | Each learner works individually. Learner chooses and writes his/her own blog about healthy life or clothes and fashion. In writing they use appropriate topic vocabulary and spell words correctly. Learners are expected to apply appropriate grammar structures. | 20 minutes | 6 |
| Speaking | 7. S7 Use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics. 7. S8 Recount some extended stories and events on a growing range of general and curricular topics. 7.UE9 Use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics  | 1 | 1 | Open-ended | Learners work individually, explaining and justifying their viewpoints on topics: ‘Healthy Habits’ and ‘Clothes and Fashion’. They make up a story using questions. Learners are expected to apply appropriate grammar structures.  | Each learner talks for 1-2 minutes.  | 6 |
| TOTAL |  |  |  |  |  |  | **40**Excluding Speaking | **24** |
| Note: \*-sections that can be changed  |

**Sample questions and mark scheme**

**Tasks for the Summative Assessment for the term 4**

**Listening**

**Task.** Listen to the conversation between Customer and Shop assistant twice. Choose the correct answer. (Follow the link to listen to the conversation [*http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/shopping-clothes*](http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/shopping-clothes)*)*

1. **According to the speakers customer wants to buy … .**

A) dress;

B) jeans;

C) skirt;

D) T-shirt.

[1]

2. **According to the speakers customer wants to buy … size.**

A) big;

B) large;

C) medium;

D) small.

[1]

3. **According to the speakers customer tries on …T-shirt.**

A) black;

B) red;

C) purple;

D) white.

[1]

4. **What was the attitude of shop assistant to customer?**

A) He was polite.

B) He was rude.

C) He was selfish.

D) He was strong.

[1]

**Answer the questions with ONE or TWO words.**

5. Customer paid for T-shirt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [1]

6. That’s £10.95. Here’s your \_\_\_\_\_\_\_\_\_\_\_\_\_\_. [1]

**Total [6]**

**Reading**

**Task.** Read the text about healthy food and match the statements 1-4 with the correct words from the text (A, B, C or D).

*(*[*https://nsportal.ru/sites/default/files/2015/04/05/text\_health.docx*](https://nsportal.ru/sites/default/files/2015/04/05/text_health.docx)*)*



Food gives us energy, makes us grow and helps to stay healthy. We need to eat something from all the food groups every day: fruit and vegetables, cereals and grains, fats and sugar, meat and protein and dairy (молочные продукты).

Fruit and vegetables give us lots of vitamins and minerals and help us grow and stay healthy. We should eat five portions of fruit and vegetables every day. A portion is one piece of fruit, a serving (блюдо) of vegetables or a glass of juice.

Cereals and grains are things like bread, rice, potatoes and noodles. These foods give us the energy we need. Half of what we eat every day should come from this group.

Fats and sugars are things like oils, biscuits, sweets, chocolate and ice cream. These foods give us energy and are important for our nervous system. But too much of this food can make you fat and can be bad for your teeth. You should not eat more than two sweet or fatty things a day.

Meats and proteins are foods like chicken, fish, duck, eggs, nuts, beans and tofu. These foods give us important minerals and help us to build and repair our bodies. We need to eat a little of this food every day (about 10% of our food).

Dairy foods are things like milk, yoghurt and cheese. These foods give us calcium (кальций) which helps to make our teeth and bones strong. You should eat some of these foods every day, but you can also get calcium from spinach (шпинат) and dried fruit (сухофрукты).

|  |  |
| --- | --- |
| *0. Z These foods are good for providing energy.* | *Example: Z. cereals and grains* |
| 1. \_\_\_These foods help to keep our healthy and to be active. | A. Fats and sugars [1] |
| 2. \_\_\_These foods can be harmful for your teeth. | B. Dairy foods [1] |
| 3. \_\_\_These foods are important for building body muscles | C. Fruit and vegetables [1] |
| 4. \_\_\_These foods take care of our strong teeth and bones. | D. Meats and proteins [1] |

**Answer the questions.**

5. What products should you eat to stay healthy? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [1]

6. What food can be bad for you? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [1]

**Total [6]**

**Writing**

**Task.** Choose **ONE** of these topics and write your own blog (80-100 words). You should use countable and uncountable nouns including too much, too many, none any, enough.

**Topic 2**

**My Amazing Blog!**

**The popular style in dress or behavior?**

Hello everyone! Welcome to my blog. I’m going to tell you about what I think about fashion.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic 1**

**My Amazing Blog!**

**What should I do to be healthy?**

Hello everyone! Welcome to my blog. I’m going to tell you about what I think about the healthy lifestyle.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Total [6]**

**Speaking**

**Task.** Choose ONE card. Work individually. Make up a story about yourself using the questions from the card and tell it. Use active and passive simple present and past forms and past perfect simple forms.

**Card 1**

1. Do you support a healthy lifestyle? Why / Why not?

2. What food do you eat: junk or healthy?

3. Do you keep a diet? Why / Why not?

4. Is it important to do sport nowadays?

5. How do you think if it is possible to be healthy? Why?

6. What advice would you give to our teenagers?

**Card 2**

1. What teenagers’ clothes are in fashion now?

2. What are your favourite clothes?

3. What types of clothes are comfortable for you?

4. Do you wear a school uniform?

5. Would you like to change anything in your uniform?

6. What recommendations would you give to our teenagers?

**Total [6]**

**Total marks \_\_/24**

**Mark scheme**

**Listening and Reading**

|  |  |  |  |
| --- | --- | --- | --- |
| **№** | **Answer** | **Mark** | **Additional information** |
| 1 | D | 1 |  |
| 2 | C | 1 |  |
| 3 | B | 1 |  |
| 4 | A | 1 |  |
| 5 | with cash | 1 |  |
| 6 | receipt | 1 |  |
| 1 | C | 1 |  |
| 2 | A | 1 |  |
| 3 | D | 1 |  |
| 4 | B | 1 |  |
| 5 | To stay healthy you should eat fruits, vegetables … (any answers) | 1 | Answers can be shorter or/and longer.  |
| 6 | Fats and sugars can be bad for me or you. | 1 |
| **Total** | **12** |  |

**Transcript for Shopping for clothes.**

**Shop assistant:** Can I help you?

**Customer:** Yes, have you got this T-shirt in other colours?

**Shop assistant:** We’ve got it in white, black, red and purple. What size do you want?

**Customer**: Medium.

**Shop assistant**: OK, in medium we’ve got black and red.

**Customer:** And in purple?

**Shop assistant:** No, just black and red.

**Customer:** OK, red. Can I try it on?

**Shop assistant:** Yes, of course. The changing rooms are over there.

*(pause)*

**Shop assistant:** Is it OK?

**Customer**: Yes, I’ll take it.

**Shop assistant**: That’s £10.95. Would you like to pay by credit card or with cash?

**Customer:** Cash please. Here’s twenty.

**Shop assistant**: OK, thanks, that’s nine pounds, 5p change and here’s your receipt.

**Customer**: Thanks. Bye.

**Mark scheme**

**Writing and Speaking**

**(It was taken from Specification of Summative Assessment for term on the subject “English” Grade 7)**

**CRITERIA FOR MARKING WRITING**

**Give points out of 6 for each criterion (content, organization, vocabulary and grammar and punctuation), and then calculate a mean to give a total mark out of 6. All fractional marks should be rounded up to the closest whole mark.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mark / Criterion** | **Content (relevance and development of ideas)** | **Organization (cohesion, paragraphing and format)** | **Vocabulary (style and accuracy)** | **Grammar (style and accuracy) and Punctuation (accuracy)** |
| 6 | • All content is relevant to the task. • The register completely corresponds to the requirements of the task; consistent and intentional misuse of register\* may indicate a writer’s personal style. • All content points are fully addressed and developed in a balanced way. \*Such misuse of register should not harm the format of writing.  | • Uses a range of basic connectors correctly and attempts to use referencing, but not always clearly or appropriately. • Uses paragraphs to separate ideas; all paragraphs revolve around one idea or a set of like ideas; the size of each paragraph allows for a proper and balanced development of ideas. • The format is appropriate, but may be modified for a better reading experience.  | • Uses a range of everyday vocabulary appropriately; attempts to use less common lexical items with occasional in appropriacies. • Has good control of word formation; may make occasional errors in producing less common word forms. • Spells common vocabulary items correctly; very few (one or two) occasional spelling mistakes may be present. • May occasionally misspell less common lexical items. • Errors in word choice and/or spelling do not distort meaning.  | • Writes simple and compound sentence forms correctly and demonstrates some variety in length. • May attempt some complex sentences, but they tend to be less accurate, including punctuation. • Errors in grammar and/or punctuation do not distort meaning.  |
| 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 a range of 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 simple and compound sentence forms correctly, but does not demonstrate variety in length. • 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 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 cohesive devices 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 simple sentence forms mostly 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 cohesive devices, 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 some 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**

**(It was taken from Specification of Summative Assessment for term on the subject “English” Grade 7)**

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

|  |  |  |
| --- | --- | --- |
| **Mark / Criterion** | **Development and Fluency** | **Language** |
| 6 | • Shows sustained ability to maintain a conversation and to make relevant contributions at some length. • Produces extended stretches of language despite some hesitation. • Can respond to change in direction of the conversation. • Pronunciation is intelligible\*. • Intonation is appropriate.  | • Produces error-free simple sentences. • Attempts some complex grammatical forms, but may make errors, which rarely cause comprehension problems. • Uses a range of appropriate vocabulary to give and exchange views on a growing range of general and curricular topics.  |
| 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