**Specification of** **summative assessment for the term 2**

 **Form 8**

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

**Listening** - 10 minutes

**Reading** – 10 minutes

**Writing** – 20 minutes

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

**Total marks: 24**

**The structure of the Summative Assessment**

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

Listening – Open-ended questions. Transcript for listening task can be found after the mark scheme.

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

Writing – Writing a review.

Speaking – Speaking in pairs.

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

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

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

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit**  | **Strand**  | **Learning objective** | **Total numbers of questions** | **Question** **№** | **Type of question** | **Task description** | **Time** | **Total marks** |
| Entertainment and the Media Sport, Health and Exercise | Listening | **8.2.6.1 (8.L6)** Deduce meaning from content with little or no support in extended talk on a growing range of general and curricular topics. | 6 | 123456 | Open-ended | Each learner works individually.Task enables learners to identify meaning from the context. Learners should choose specific information from the recording and write it. Learners should be given 1 minute to look through the questions before they listen. Learners should listen to recording twice. | 10 minutes | 6 |
| Reading | **8.4.5.1 (8.R5)**Deduce meaning fromcontent with little or no support in extended talk on a growing range of general and curricular topics.**8.4.2.1 (8.R2)**Understand specific information and details in texts on a growing range of familiar general and curricular topics, including some extended texts. | 6 | 123456 | True/FalseOpen-ended | Each learner works individually.Task enables learners to identify whether the given statements are true or false according to the context.The question itself comprises a sentence taken from the text that carries specific information about what is told in the text.Questions 4-6comprise 3 open-ended questions that ask learners to give answer referring to the writer’s opinion. There is no limit to the number of words in the answer. | 10 minutes | 6 |
| Writing  | **8.5.3.1(8.W3)**Write with moderate grammatical accuracy on a growing range of familiar general and curricular topics.**8.5.4.1(8.W4)** Use with some supportstyle register appropriate to a variety of written genres on general and curricular topics. | 1 | 1 | Open-ended | Each learner works individually. Learners should choose one topic.Topic 1. A learner should write a letter to a friend about favourite TV programme using topic related vocabulary and an appropriate style. Topic 2. A learner should write a letter to a friend about sport club using topical vocabulary and an appropriate style.  | 20 minutes | 6 |
| Speaking  | **8.3.5.1(8.S5)** Interact with peers to negotiate, agree and organize 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 and some curricular topics. | **1** |  |  | The task has 8 different cards with questions. The questions are on the topics “Entertainment and the Media” and “Sport, Health and Exercise”.Learners pair up and have a two-way conversation discussing the given questions. Learners should use topic specific vocabulary while responding to the questions. They have 1 minute to prepare and 3 minutes to speak. They provide their own points of view on topics, explaining and justifying their positions. Teacher can ask additional questions or cut the number of questions to support learners if necessary. | 4 minutes for a pair | 6 |
| **Total:** |  |  |  |  |  |  | **40** minutes(excluding speaking) | **24** |

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

**Listening** [**https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/against-essay**](https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/against-essay)

**Task.** Listen to the recording twice.Complete the sentences with one or two words.

1. Reality TV shows are a very favourite form of ….
2. Some people want to watch programmes about … and ….
3. People choose reality TV shows to become ....
4. Reality TV programmes are a great …to discover talented people.
5. People take part in TV shows to have interesting …and … new people.
6. There is a lot of … TV shows and they are … to watch.

 **Total [6]**

**Reading**

**Task. Read the text and do the following tasks below.**

 **Popular sports in Great Britain**

 The British are proud of fact that many sports originated in their country and then spread throughout the world. The national British sports are football, golf, cricket, table tennis, lawn tennis, snooker, steeplechase, racing, and darts.

Football, the most popular game in the world, is of two kinds in Britain: association football (soccer) and rugby. Football, or soccer, called so to distinguish it from American football, is played in almost all countries, but it remains one of the most popular games in Great Britain. Rugby football originated at Rugby public school. In this game players may carry the ball. Rugby is played by teams of 15 men with an oval ball. One of the most British games is cricket. It is often played in schools, colleges, universities, and by club teams all over the country. To many Englishmen cricket is a game and a standard of behaviour. When they consider something unfair, they sometimes say: “That’s not a cricket”.

 (It is taken from “English conversational topics for entrance

 examination”/ M.V. Sinelnikova M.: AST; SPb: Astrel- SPb; Vladimir:

 VKT,2008./page141)

**Read the statements, decide if they are TRUE or FALSE. Correct the false statements.**

1. There are several types of football in Great Britain. True/False

--------------------------------------------------------------------------- [1]

2. Soccer is played only in Great Britain. True/False

 ------------------------------------------------------------------------------- [1]

3. Rugby is played by teams with an oval ball. True/False

 -------------------------------------------------------------------------------- [1]

 **Answer the questions.**

1. What are the British national kinds of sport?

----------------------------------------------------------------------------------------[1]

1. What is the difference between soccer and rugby?

-----------------------------------------------------------------------------------------[1]

1. What do the Englishmen mean saying “That’s not a cricket”?

-----------------------------------------------------------------------------------------[1]

 **Total [6]**

**Writing**

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

**Topic 1.** Write a letter to your friend about your favourite TV programme. Use topic related vocabulary and an appropriate style. Pay attention to grammar and spelling.

**Topic 2.** Write a letter to your friend about sport club in your town. Use topical related vocabulary and an appropriate style. Pay attention to grammar and spelling.

 **Total [6]**

**Speaking**

**Task.** Work in pairs. Choose one of the cards and make a dialogue. You have one minute to prepare and 3 minutes to speak. Demonstrate topic related vocabulary, give 1-2 arguments of your points of view, explain your ideas.

**Card 1**

1. What is the Media?
2. Do you think the Media play a big role in our life?
3. Do you usually believe the news?
4. What is your favourite TV programme?

**Card 2**

1. Do you care about your health?
2. What are the main habits to stay healthy?
3. How can you explain the proverb “Good health is above wealth”?
4. How often do you eat fast-food?

**Card 3**

1. What do you think about reality TV shows?
2. How many hours a day do you watch TV?
3. Do you go to the theatre or cinema with your friends?
4. Do you like to read newspapers? Why not?

**Card 4**

1. What are the most popular sports in your country?
2. Do you prefer “watching sport” or “taking part in sport”?
3. What are the advantages of exercising at a gym?
4. What physical activity would you like to try?

 **Card 5**

1. What is favourite TV channel in your family?
2. What do you think about local newspaper?
3. Why is entertainment important?
4. Have you ever been to the cinema?

 **Card 6**

1. What are the good healthy habits?
2. How do we take care of our health?
3. What is your opinion about exercising at home?
4. What are the advantages of taking part in sport?

**Card 7**

1. What do you know about the BBC?
2. What kind of programmes do you like to watch?
3. Which of the Media is the most popular nowadays?
4. Do you believe everything you hear, read or see on the news?

**Card 8**

1. Do you eat healthy food?
2. What is the best way to keep fit?
3. What kind of sport do you like?
4. Do you agree with the proverb “An apple a day keeps the doctor away”?

 **Total: [6]**

 **Total: \_\_/24**

 **Mark scheme**

 **Listening and Reading**

|  |  |  |  |
| --- | --- | --- | --- |
| **Task** **№** | **Answer**  | **mark** | **Additional information** |
| 123456 | entertainment | 1 | The learners may write their answers using their own words with the correct information from the monologue. |
| singing, cooking  | 1 |
| famous | 1 |
| opportunity | 1 |
| experience, meet | 1 |
| variety  | 1 |
| 1 | football, golf, cricket, table tennis, snooker, steeplechase, racing and darts. | 1 | The learners may answer using their own words or information from the text.It can be part of the sentence or full sentence. |
| 2 | different balls | 1 |
| 3 | when something is unfair | 1 |
| 4 | True- 2 types | 1 |
| 5 | False - in almost all countries | 1 |
| 6 | True | 1 |
| **Total marks** | **12** |  |

 **Mark scheme**

 **Writing and speaking**

 **Criteria for marking writing (It is taken from Specification of Summative Assessment for term Grade 8)**

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, style and register, and development of ideas** | **Organization: cohesion, paragraphing, and format** | **Vocabulary and Spelling** | **Grammar and Punctuation:****Range and 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. | ● Use 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 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  inappropriacies.* 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 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 5) 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 but 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.
 |
| **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 words 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 words correctly.
* Makes frequent errors in spelling more difficult words, but simple words are spelling

distort meaning at times. | * Writes simple sentence forms mostly correctly.
* Errors in grammar and/or punctuation distort meaning.
 |
| **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 words 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 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 content to verify meaning.
 |

**Criteria for marking speaking (It is taken from Specification of Summative Assessment for term Grade 8)**

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

|  |  |  |
| --- | --- | --- |
| **Mark/****criterion** |  **Development and Fluency**  |  **Grammar and Vocabulary** |
| **6** | * 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 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 expressions.
* Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics.
* Make numerous errors except in memorized expressions.
 |
| **1** | * No communication is 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 response.

or * No rateable language.
 |

**Transcript for listening task. “Reality TV shows are good entertainment”**

Reality shows are a very popular form of entertainment on TV nowadays. There are dozens of different types of programmes such as singing contests, coking competitions or going to live in the jungle.

Firstly, I think that there is a lot of variety in reality TV. People at home can choose which types of programme they want to watch depending on what they are interested in. Some people like watching singing or cooking competitions while others prefer watching programmes about building houses or travelling around the world. In addition, reality TV programmes are a great opportunity to discover talented singers, dancers or chefs. Several people who take part in these programmes get jobs as a result of being on TV. Another advantage is that people on the shows have interesting experiences and meet new people.

On the other hand, some people think that reality TV is an easy way for them to became famous. However, most successful singers, actors or chefs have worked hard all their lives and are good at their job because of their job because

of their hard work. Also, sometimes the people on the shows have to do really difficult or dangerous things. The competitions are very hard and there is only one winner. Another disadvantages is that some programmes always follow the same format and this can be boring to watch.

To sum up, I think that reality TV is good entertainment. There is lots of variety TV is good entertainment. There is lots of variety which means there is something for everyone and they are interesting to watch**.**