**TERM 1. Variant I**

**SUMMATIVE ASSESSMENT TASKS**

**Summative assessment for the 1st unit "Our World"**

|  |  |
| --- | --- |
| **Learning objectives** | 8.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics8.4.2.1 - understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;8.3.5.1 - interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;8.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.2.5.1 - recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics |
| **Assessment criteria** | Identify the position of speakers in an extended talk with some supportExpress thoughts about the given topic in the conversationsApply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences |
| **Level of thinking skills** | Application Higher order thinking skills |
| **Duration** | 20 minutes |

**Listening (**[**Link**](file:///C%3A%5CUsers%5Cadilg%5CDesktop%5CC%D0%9E%D0%A0%209%5C%D0%A1%D0%9E%D0%A0%20%E2%84%961.%20Listening.mp3)**) 5 points**

**Task 1. Listen to the text about Floods and answer the questions.**

1. What are they?
2. Why do they happen?
3. Where do they happen?
4. How do they affect people?
5. What can people do?

**Writing 10 points**

**Task 2. Choose the correct item.**

1. Is the baby still up? He should have **slept/be sleeping** right now.
2. **Cutting/Having cut** down trees destroys wildlife habitats.
3. Adam claims **to have seen/to see** a hurricane many times in the past.
4. Ulan joined the clean-up day **because/for** he cares about the environment.
5. It was **so/such** cold yesterday that the water pipes in the house froze.

 **Task 3. Put the verbs in brackets in the correct infinitive or –ing form.**

1. A: I’d like …………. **(help)** homeless people.

B: You can …………. **(volunteer)** at the homeless charity.

1. A: I’m eager …………….. **(reduce)** household waste.

B: You could try ……...... **(recycle)** your plastic bottles.

1. I’ve decided ………….. **(donate)** money to an environmental charity.
2. I really enjoy ………… **(volunteer)** at the homeless shelter.
3. A strong underwater earthquake may ……….. **(cause)** a tsunami.

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

**for the unit «Our world»**

 **Learner's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Assessment criteria** | **Level of learning achievements** |
| **Low** | **Middle** | **High** |
| Identify the position of speakers in an extended talk with some support. | Has trouble in identifying the speaker's position while listening the text. Completes the task mostly incorrect.  | Has trouble in identifying the speaker's position while listening the text. Makes some mistakes in answers.  | Confidently identifies the speaker's position while listening the text. Completes the task mostly correctly.  |
| Express thoughts about the given topic in the conversations.Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. | Has trouble in answering questions with appropriate grammar and vocabulary. Attempts to answer the questions, but most of the time the answers are inappropriate. Has a frequent problem with pronunciation.  | States his/her point of view uncertainly without good reasoning. Makes some mistakes in pronunciation and in using topical vocabulary and grammatical structures.  | Presents ideas clearly with accurate pronunciation of the words. Uses a range of simple and some complex grammatical forms. Demonstrates a wide choice of topical vocabulary. Answers the questions with justification.  |

**TERM 1. Variant II**

**SUMMATIVE ASSESSMENT TASKS**

**Summative assessment for the 1st unit "Our world"**

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| --- | --- |
| **Learning objectives** | 8.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics8.4.2.1 - understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;8.3.5.1 - interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;8.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.2.5.1 - recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics |
| **Assessment criteria** | Identify the position of speakers in an extended talk with some supportExpress thoughts about the given topic in the conversationsApply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences |
| **Level of thinking skills** | Application Higher order thinking skills |
| **Duration** | 20 minutes |

**Listening (**[**Link**](file:///C%3A%5CUsers%5Cadilg%5CDesktop%5CC%D0%9E%D0%A0%209%5C%D0%A1%D0%9E%D0%A0%20%E2%84%961.%20Listening.mp3)**) 5 points**

**Task 1. Listen to the text about Hurricanes and answer the questions.**

1. What are they?
2. Why do they happen?
3. Where do they happen?
4. How do they affect people?
5. What can people do?

**Writing 10 points**

**Task 2. Choose the correct item.**

1. You should be **keeping/have been** keeping notes while the teacher was talking.
2. Everyone was willing **to be helping/to help** organise the charity event.
3. Aidar seems **to have enjoyed/having enjoyed** his day out at the zoo.
4. **As/For** they were working, they couldn’t join us for dinner.
5. She has **such/so** a lot of money that she can give lots to charity.

**Task 3. Put the verbs in brackets in the correct infinitive or –ing form.**

1. A: People have to stop …………. **(drop)** litter in the park.

B: I suggest …………. **(organise)** a clean-up day.

1. A: I expect people …… **(do)** more to protect the environment.

B: Yes. Everyone should consider ………….. **(join**) an environmental group.

1. …………… **(organise)** a beach clean-up day on Sunday was Tom’s idea.
2. It’s a good idea to start ………… **(recycle)** all the plastic bottles in the school.
3. They are eager ………. **(help out)** with the environmental awareness campaign.

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

**for the unit «Our World»**

 **Learner's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Assessment criteria** | **Level of learning achievements** |
| **Low** | **Middle** | **High** |
| Identify the position of speakers in an extended talk with some support. | Has trouble in identifying the speaker's position while listening the text. Completes the task mostly incorrect.  | Has trouble in identifying the speaker's position while listening the text. Makes some mistakes in answers.  | Confidently identifies the speaker's position while listening the text. Completes the task mostly correctly.  |
| Express thoughts about the given topic in the conversations.Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. | Has trouble in answering questions with appropriate grammar and vocabulary. Attempts to answer the questions, but most of the time the answers are inappropriate. Has a frequent problem with pronunciation.  | States his/her point of view uncertainly without good reasoning. Makes some mistakes in pronunciation and in using topical vocabulary and grammatical structures.  | Presents ideas clearly with accurate pronunciation of the words. Uses a range of simple and some complex grammatical forms. Demonstrates a wide choice of topical vocabulary. Answers the questions with justification.  |