

3 term. Summative assessment for the unit «The Natural World»

Learning objectives	8.2.1.1(8.L1) Understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.2.7.1(8.L7) Recognise typical features at word, sentence and text level of a growing range of spoken genres 8.3.3.1(8.S3) Give an opinion at discourse level on a wide range of general and curricular topics 8.3.5.1(8.S5) Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks <ul style="list-style-type: none">· Recognize the main idea in the conversation while listening· Show the ability to use the appropriate sentence structure and the words correctly· Express thoughts about the given topic in the conversations· Support a talk with peers while agree, disagree and discuss the order of actions and plans to fulfill the tasks
Assessment criteria	
Level of thinking skills	Knowledge and comprehension Higher order thinking skills
Duration	20 minutes

Listening

Task 1. Answer the questions about the interview. *CD2. Tapescript 3.*

1. He has many tortoises in _____.

- A) his flat
- B) his house
- C) the garden

3. She took care of it when he was _____.

- A) a child
- B) in high school
- C) in college

5. At his house they have _____.

- A) other wild animals
- B) a few horses
- C) common pets

Write 3 facts about his mother.

1. _____.
2. _____.

Mike: I don't know very much about them but I mean, my mom has always got them around at the house or she's often busy with some sort of tortoise's related activity. And so sometimes, as a high school kid, I got home and she would have a tortoise. It is a pregnant tortoise, a female tortoise with eggs inside. And in order to monitor these eggs, she would have it in a bath of water with an ultrasound scanner and a screen up on the dining room table.

Ana: Wow. That is really interesting.

Mike: I had a very interesting childhood with all of these animals and things around the house. **Ana:** Oh, that's great. Did you have any other pets?

Mike: Yes. We've always had a couple of dogs and I like cats. So I've got my pet cat at home.

Ana: Wow. That's really interesting.

3 term. Summative assessment for the unit «Travel and Transport»

Learning objectives 8.4.4.1(8.R4) Read a growing range of extended fiction and nonfiction texts on familiar and some unfamiliar general and curricular topics

8.5.6.1(8.W6) Link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics 8.5.8.1(8.W8) Spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics

8.5.9.1(8.W9) Punctuate written work at text level on a range of familiar general and curricular topics with growing accuracy

8.6.7.1(8.UE7) Use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics

the ideas in the extended fiction and non-fiction texts by finding the main information and specific details

- Organize sentences, paragraphs and ideas logically using a variety of linking devices

- Write topic related words with correct spelling control

- Identify and use punctuation in the sentences properly

- Make up simple perfect forms to express recent, indefinite and unfinished past

Level of thinking skills Knowledge and comprehension. Application. Duration 20 minutes **Reading.** Task 1. Read the text and answer the questions.

Travel is something that people do every day. It is very difficult to avoid the need to travel. It may be a trip to school, university or to work. Travelling can often take a long time, especially when great distances need to be covered. People often enjoy travelling abroad for holidays. However, for some people travelling is not fun at all. Some people suffer from travel sickness. This means that they will become unwell each time they travel.

Travelling can be either affordable or costly. It often depends on how far you want to travel and the choice of transport. Using a bicycle will not cost anything as you power it by using your legs. However, the use of a bicycle can be hard work and can take a lot of time to travel long distances. Cars and motorcycles are faster modes of transport, but are more expensive to use as gasoline is needed for them to work. It can usually be assumed that the longer you wish to travel, the more expensive and time consuming it will be.

The use of a plane is necessary for people wanting to travel very long distances. A pilot will fly a plane from an airport for many thousands of miles to take people to places far away. Although traffic is rarely a problem for airplanes, it can take a lot of preparation to travel by plane. People often need to arrive at the airport three hours prior to departure.

A train is another mode of transport which is ideal for travelling long distances within the same country, or between countries which are connected by land. A train driver will stop at train stations on route to allow passengers wishing to proceed to the scheduled destination to board the train

A number of destinations can be travelled by using the sea. People often depart from a harbour in a ferry which is driven by a captain. If the journey is a long distance, people may choose to sleep on the ferry while they wait to arrive at their destination. Some people choose to go on a cruise for their holiday, which would involve stopping at many different city ports for a short amount of time. People who need to travel short distances may choose not to use any transport at all. People often rely on their legs to take them to places nearby and they walk. This is often encouraged as certain modes of transport have been said to produce harmful emissions and damage the environment.

1. Which mode of transport does not cost money?

2. Why do some people not enjoy travelling? _____.

3. Which mode of transport is ideal for travelling between countries connected by land?

Writing

Task 2. Write about the most exciting experience of travelling that you had.

You should:

- use Present Perfect Simple to share your experience;
- link your ideas into paragraphs with three/four basic connectors; · punctuate your work correctly.

Assessment criteria	Task	Descriptor	Mark
		A learner	
Summarize the ideas in the extended fiction and non-fiction texts by finding the main information and specific details.	1	1. writes <i>walking/go(-ing) on foot</i> ;	1
		writes reasons such as <i>people suffer from travel sickness/people become unwell when they travel</i> ;	1
		3. writes <i>train</i> ;	1
Organize sentences, paragraphs and ideas logically using a variety of linking devices. Write topic related words with correct spelling control. Identify and use punctuation in the sentences properly. Practice usage of simple perfect forms to express recent, indefinite and unfinished past.	2	shows a good degree of control of a range of simple and some complex grammatical forms;	1
		uses a range of appropriate vocabulary with correct spelling;	1
		writes clear paragraphs with 3 or 4 basic connectors;	1
		conveys ideas clearly;	1
		uses appropriate structure that makes reader understand a piece;	1
		uses punctuation and capitalization correctly	1
Total marks			9

Sample questions and mark scheme Tasks for the Summative Assessment for the term 3

Listening

Task. Listen to Andrew, Rachel and Layla talking about their experiences abroad. Find who has such kind of experience, circle the name and write explanation.

CD3. Tapescript 4,5,6.

Transcript also can be found after the mark scheme.

Nº		Name of the person	Explain why
0	<i>had problems with language</i>	Andrew Layla Rachel	<i>She could not communicate very well.</i>
1	felt homesick	Andrew Layla Rachel	
2	enjoyed the old buildings	Andrew Layla Rachel	
3	was overwhelmed	Andrew Layla Rachel	
4	didn't like the rainy weather	Andrew Layla Rachel	
5	made friends with people from her/his country	Andrew Layla Rachel	
6	found difficult to adjust to late dinner	Andrew Layla Rachel	

Total [6]

Reading

Task. Read the text carefully. Three sentences are missing in the text. Choose from the sentences A-D the one which fits each gap 1-3. There is one sentence that you do not need.

Monarch without a kingdom

I. This November a hundred million butterflies will drop from the sky over Mexico, like autumn leaves. But for how long? Genetically modified maize could mean extinction for this beautiful butterfly. Rafael Ruiz reports.

II. In November, millions of Monarchs fall like bright, golden rain onto the forests in the mountains of central Mexico. In the silence of these mountains you can hear a strange

flapping of wings, as the Monarchs arrive at their destinations. 1)

III. Before reaching their journey's end they have faced strong winds, rain and snowstorms and they do not all manage to reach their destination. When the winters are really bad, perhaps 70 per cent of them will not survive. Their long journey to Mexico is thought to be one of the most amazing events in the whole of the American continent. When they get there they will stay until the beginning of April, when their internal calendar tells them that it is time to go back. 2).

IV. These delicate creatures now face danger of another kind – from scientific progress.

3) . Laboratory experiments have shown that half of the butterflies which feed on the leaves of genetically modified maize die within 48 hours. Not all experts agree that this variety of maize is responsible for the threat to the Monarchs. In spite of these doubts, the European Union has refused to approve new crops of genetically modified maize until further investigations have been carried out.

- A. In the US, millions of farms grow genetically modified maize which is pure poison for the butterfly.
- B. In the mountains, which reach a height of 3,000 metres, the butterflies are safe.
- C. According to the investigations of the European Union, the Monarch butterfly may disappear in several decades.
- D. The long journey, with all its dangers, begins again.

[3]

Find words in the text which have a similar meaning to these definitions.

Example: An organism containing genetic material that has been artificially altered genetically modified.

- 4. when a particular kind of animal no longer exists (paragraph I) _____ [1]
- 5. the noise wings make as they move (paragraph II) _____ [1] 6.
what a scientist does in order to find something out (paragraph IV) _____ [1]

Total [6]

Writing

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

Topic 1. You are asked to write a story with the title '**An Exciting Adventure**' for your school magazine. Write 3 paragraphs using the plan below:

(Paragraph 1) - when / where / description of the main characters

(Paragraph 2) - events in the order they happened/ your feelings

(Paragraph 3) - the end of the story (resolution)

Topic 2. You are asked to write an article about '**The Saiga**' for your school newsletter '**Our Endangered Planet**'. Write 3 paragraphs using the plan below:

(Paragraph 1) - short information about the Saiga (what / where)

(Paragraph 2) - why it is endangered

(Paragraph 3) - ways of preservation

Total [6]

Speaking

Task Choose 1 card and answer the questions. You have 1 minute to prepare and 2 minutes to speak.

Card 1

1. Have you ever experienced culture shock?
2. When did you experience culture shock?
3. What problems did you face?
4. How did you cope with them?**Card 2**

1. What animals, which are in danger of extinction, do you know?
2. Why do animals become extinct?
3. What does your country do in order to solve the problem of animal extinction?
4. What are your responsibilities in order to solve this problem **Total [6] Total marks _/24**

Mark scheme Listening and Reading

Question №	Answer	Mark	Additional information
1	Rachel/ She missed her family/wanted to go home.	1	The answer must have an explanation. Only in this case the learner will have one point.
2	Andrew/ They were really amazing.	1	
3	Layla/ Everything was different.	1	The learners may write their answers using their own words with the correct information from the recording. It can be part of the sentence or a full sentence.
4	Andrew/ He had trouble getting used to that.	1	
5	Layla/ She was not felling comfortable.	1	
6	Rachel/ She didn't get used to eating at late hour.	1	
1	B	1	
2	D	1	
3	A	1	
4	extinction	1	
5	flapping	1	
6	(laboratory) experiment	1	experiments
Total marks		12	