

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

LISTENING

Listen to an interview with Steve and identify if the sentences are true or false. Correct the false sentences.

1. People have a special name for Steve because of his accidents.
2. Steve has had 15 accidents in total.
3. Steve hasn't had an accident for a long time.
4. Steve was working when he had his last accident.
5. On Friday 13th one year Steve had two accidents.
6. Steve and his family are worried about his accidents.

READING

Teenagers and the Media

A fifteen-year-old schoolboy, Matthew Robson, was asked to write a report about teenagers' media habits. The report that he wrote was so interesting that it appeared on the front page of a national newspaper, *The Financial Times*. This is part of his report.

✓ **Traditional media.** TV, radio and newspapers are becoming less and less important.

Teenagers read the news online, and they watch TV shows online too. However, most teenagers have satellite TV in their bedrooms. The most popular TV programmes are sports programmes and soaps, as well as some comedy shows.

✓ **Films.** Younger teenagers (13-15) go to the cinema quite often but when they are older, they usually watch films on DVDs or online (e.g. on *YouTube*).

✓ **Music.** Most teenagers have never bought a CD. They usually download their music from music websites and listen to it on mobile phones. Some play music videos on *YouTube* as background music.

✓ **The Internet.** Teenagers use the Internet for school work. They also use social networking sites (e.g. *Facebook*) a lot.

✓ **Games.** Teenagers don't use PC games very much. They prefer to use separate game consoles.

✓ **Advertising.** Teenagers ignore ads on TV and on websites. They don't notice outdoor ads, either (e.g. posters on walls or on buses). However, they like viral ads because they are clever and fun.

Tick (✓) the sentences that say the same as Matthew's report. Use quotes from the text to correct the ones that do not.

1. Teenagers don't watch TV as often as they used to.
2. Teenagers aren't interested in the news.
3. Teenagers go to the cinema a lot.
4. They usually get their music from *YouTube*.
5. They don't usually play games online.
6. They like television advertisements.

WRITING

You and a friend went to see a film at the cinema recently. Write a letter to another friend in which you:

1. say what film you saw and who you went with.
2. give your personal opinion of the film.
3. mention what you did after the film.
4. invite your friend to do an activity with you soon.

SPEAKING

A Have you ever been involved in an accident? There questions below to help you. What kind of accident was it?

When/where did it happen?

Who was involved?

What happened?

What was the cause of the accident?

Whose fault was it?

What happened in the end?

Was anybody injured?

B You and your partner want to spend the evening together

- Suggest an activity and explain why you think it is a good idea.
- Listen to your partner's suggestion and explain why you don't want to do this activity.
- Talk about different activities until you come to a decision about what to do.

Mark scheme
Listening and Reading

Task №	Answer	Mark
1	1 - True	1
	2 - False - Steve had at least 16 accidents.	1
	3 - False - Steve had an accident a week ago.	1
	4 - True	1
	5 - True	1
	6 - False - Steve and his family are not worried. They think it's funny.	1
2	1 - ✓	1
	2 - They read the news online.	1
	3 - Younger teens go to the cinema more often.	1
	4 - ✓	1
	5 - ✓	1
	6 - They ignore TV ads.	1
Total marks		12

Audioscript

PRESENTER: Our next guest on the programme is Steve. Now, people often call you 'Calamity Steve', don't they, Steve? Why is that?

STEVE: Um, well, I suppose it's, errr, because I've had a lot of accidents, Julie.

PRESENTER: How many accidents have you had then, Steve?

STEVE: Mmm, it depends what you call an accident I suppose, but I'd say I've already had at least 16 big accidents.

PRESENTER: Sixteen! When was the last one?

STEVE: I've just had one in fact, errr, fairly recently. It was just a week ago, actually.

PRESENTER: Can you tell us what happened?

STEVE: Yes, well, I, errr, fell down a hole in the middle of the road.

PRESENTER: How did you do that?

STEVE: I was working at the time, you see, and the thing is, I was walking across the road. There was a hole, and I, I, I... I dunno really, I didn't see it and I fell down the hole.

PRESENTER: Ouch! Did it hurt?

STEVE: Yeah, quite badly, actually. I hurt my back, and both my knees.

PRESENTER: NOW, have you ever had two accidents at the same time?

STEVE: Yes, I have. PRESENTER:
What happened?

STEVE: Well, errr, it was when I was a boy. You see, I liked riding when I was younger and one day I was on my horse on a country road and, errr... the thing is that a bike was coming just behind me.

PRESENTER: So the bike hit you!

STEVE: Exactly. First I fell off the horse, then the bike hit me. I didn't go riding after that. Oh, and then when I was a teenager I fell from a tree and I broke my arm.

PRESENTER: Really?

STEVE: Yeah. And so I went to the hospital of course.

PRESENTER: YOU went to the hospital, did you Steve?

STEVE: I did, Julie, yeah. And after they fixed my arm I caught the bus to go home, and errr, I fell off the back of the bus. I broke the same arm again, but in a different place.

PRESENTER: You're joking!

STEVE: No, it's true, unfortunately, Julie.

PRESENTER: It wasn't Friday the 13th, was it, Steve?!

STEVE: That's right, Julie, yeah, it was Friday the 13th!

PRESENTER: I don't believe it! I read also that you've already had three car accidents, and that lightning has hit you too. So how do you feel about having all these accidents?

STEVE: Oh, you know, I'm just happy that I haven't hurt myself permanently... yet. My wife and my family, all my friends, you know, they just think it's really funny. They laugh! It's important to laugh in these situations, I think, Julie.

PRESENTER: Well, thanks for coming to tell us about your accidents, Steve, and the very best of luck for the future. Our next guest...

Grade 7. Summative assessment for the 8th unit "Healthy habits"

Learning objectives	7.L6 Deduce meaning from context with little support in extended talk on a limited range of general and curricular topics 7.S5 Keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks
Assessment criteria	Figure out the content of a conversation with some support in extended talk Support a talk with peers while agree, disagree and discuss the order of actions and plans to fulfill the tasks
Level of thinking skills	Application Higher order thinking skills
Duration	20 minutes

Task 1. Listening ([link](#)).

Listen. Match each speaker (1-4) with one of the sentences (a-f) below. There are two extra sentences.

This speaker:

- a) learned a new sport at school.
- b) does one of the activities at home.
- c) is keen to watch the Winter Olympics one day.
- d) played sport with three friends last summer.
- e) plans to take part in the Olympic Games.
- f) is not keen on sports in general.

Speaking.

Talk in pairs. Your friend wants to get in shape and has asked you to help him/her. Talk about the different activities you could do together, and decide which would be best. Use the pictures below to help you.



Assessment criteria	Task	Descriptor	Mark
		A learner	
Figure out the content of a	1	1 - A	1

conversation with some support in extended talk		2 - B	1
		3 - F	1
		4 - C	1
Support a talk with peers while agree, disagree and discuss the order of actions and plans to fulfill the tasks. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.	2	uses vocabulary words on the topic;	
		1 conveys ideas clearly;	1
		pronounces words and phrases correctly;	1
		uses grammatically correct sentences;	1
		makes agreement/disagreement on topic;	1
Total marks			9

Transcript

1 I really enjoy ball games. My favourite is basketball. I play that every weekend with a big group of friends in the park. And a few months ago, I started a new sport: table tennis. They taught us the rules in P.E. at school. I loved it! Now I play it at the sports centre every Wednesday.

2 I love sport, but I'm not keen on ball games. I prefer individual activities. Maybe I just don't enjoy competing. Anyway, it's important to be active. I do gymnastics twice a week at the local sports centre. And I do yoga at home, with my mum. We've got a DVD. We do it in the living room, in front of the TV!

3 I'm not a big fan of sport, but we have to do it at school. Fortunately, there's a big choice of different sports. Last year, I chose climbing. I'm good at that, because I sometimes go with my dad at weekends. This year, I'm doing karate. I don't really enjoy it, but I'm good at it – because I'm strong!

4 I was born in Canada. Maybe that's why I like winter sports. I'm really good at skiing, because we go every year. And when I was five, I started ice skating. I really want to go to the Winter Olympics one year – just to watch.
I'm not good enough to take part!

Grade 7. Term 3.

Summative assessment for the 9th unit "Clothes and fashion"

Learning objectives	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 7. W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics
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Assessment criteria	Convey opinions, notion, experiences and feelings creatively Find particular facts and parts in reading passage Make a clear plan of writing; Write a text; Check the written draft
Level of thinking skills	Application Higher order thinking skills
Duration	20 minutes

Reading.

Read this passage about the origin of jeans. Then answer the questions.

Blue Jeans

Levi Strauss, a young immigrant from Germany, arrived in San Francisco in 1850. California was in the middle of the Gold Rush. Thousands of men were coming to California to dig for gold. And Levi Strauss came to sell canvas to these gold miners. Canvas is a heavy fabric. So Levi Strauss thought the miners could use the canvas for tents.

One day Strauss heard a miner complain that he couldn't find clothes strong enough for the work he was doing. Strauss got an idea. He quickly took some of his canvas and made it into pants. These pants were what the miners needed. In one day Strauss sold all the pants he had made.

Strauss wanted to improve his pants. He wanted to make them even better. He bought a fabric that was softer than canvas but just as strong. This fabric came from Nimes, a city in France, and was called *serge de Nimes*. The miners liked this fabric. They called it "denim" (from *de Nimes*) and bought even more pants from Strauss.

However, denim had no color. Because of this the denim pants did not look very interesting, and they got dirty easily. To solve these problems, Strauss dyed the denim blue.

Strauss continued to improve his jeans. Today, the company he started is known around the world. And jeans are considered not just practical but very fashionable as well.

1. Where was Levi Strauss from ?
2. Why did the miners come to California?
3. Why did Levi Strauss come to California?
4. What did the miners need?
5. What first did Strauss use to make the new pants?
6. What kind of fabric did he use to make better pants?
7. What color did Levi dye the denim?
8. What are jeans considered today?

Writing.

Write an email to a friend. Use suitable phrases to begin and end your email (for example, *Hi* and *Take care*).

- Say what are you doing at the moment.
- Suggest going to the shops with your friend.
- Discuss the clothes you want to buy.
- Use linking words (*and, but, so, or* and *because*).

Assessment criteria	Task	Descriptor	Mark
		A learner	
Find particular facts and parts in reading passage.	1	1 - from Germany	1
		2 - for gold	1
		3 - to sell canvas for tents	1
		4 - strong pants	1
		5 - the canvas	1

		6 - the denim	1
		7 - blue	1
		8 - fashionable and practical	1
Convey opinions, notion, experiences and feelings creatively. Make a clear plan of writing; Write a text; Check the written draft	2	follows the plan;	1
		uses proper topic related vocabulary and spells them accurately;	1
		uses linking words to connect sentences into coherent paragraphs;	1
		uses grammatically correct sentences;	1
		illustrates the ability to express ideas clearly.	1
Total marks			13