

## 2021-2022 оқу жылында ІІ тоқсан бойынша жиынтық бағалау өткізудің жоспары

Пән: Ағылшын тілі

Сынып: 7а

Тоқсан	Сынып	Бөлім бойынша жиынтық бағалаудың тақырыптары	Өткізілетін күні	Бағалауды өткізу түрі. БЖБ мак.баллы	Жиынтық бағалау рәсімдерінің орындалу ұзақтығы	Мерзімі		Ескерту
						құрастыру	сараптама	
ІІ тоқсан	7а	БЖБ №1 Holiday and travel	29.11.2021ж	Тест 13 балл	20 мин	13.11.2021ж	23.11.2021ж	
		БЖБ №2 Space and Earth	15.12.2021ж	Тест 13 балл	20 мин	30.11.2021ж	20.12.2021ж	
		ТЖБ №1 Holiday and travel/ Space and Earth	20.12.2021ж	4 тапсырма түрінде 24 балл	45 мин	10.12.2021ж	26.12.2021ж	

**TERM 2**  
**SUMMATIVE ASSESSMENT TASKS**

**Summative assessment for the unit “Holidays and Travel”**

**Learning objective**                      7.L5 Recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics  
7.W7 Use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics

**Assessment criteria**                      • Identify the position of speakers in an extended talk with some support  
• Write a text keeping the layout and format of a given genre with a little support

**Level of thinking skills**                      Knowledge and comprehension  
Application

**Duration**                                      20 minutes

**Listening**

**Task 1.** Listen to the conversation twice and answer the questions. *CD2. Tapescript 2.*

*Go to the following link to listen to the information:*

<http://www.esl-lab.com/flight/flightrd1.htm>

1. What this talk is about?
2. How many people are in a talk?
3. What preferences do a caller request?

**Task 2.** Choose the right answer A, B, C or D.

*Example:* 0. What date is flight reservation going to be?

- A) 21
- B) 22
- C) 23
- D) 24

1. What is the man's destination?

- A) Salt Lake City, USA
- B) New York City, USA
- C) Helsinki, Finland
- D) Stockholm, Sweden

2. When is the man's departure date?

- A) the twenty-first
- B) the twenty-second
- C) the twenty-third
- D) the twenty-fourth

3. What is the flight number for the second half of his journey?

A) 555

B) 90 C)

1070 D)

830

4. How long is the man's layover between flights?

A) less than an hour

B) less than two hours

C) less than three hours

D) more than three hours

5. What request did the man make regarding his flight?

A) He asked for a specially-prepared dinner.

B) He wanted an aisle seat.

C) He requested a bassinet for his baby.

D) He asked for a seat near the front of the plane.

## Writing

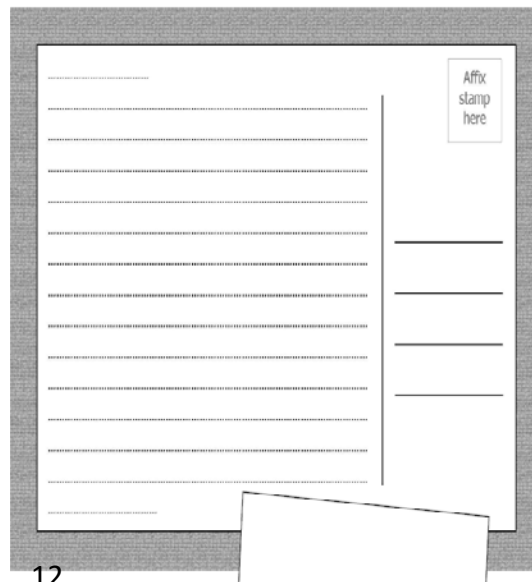
**Task 3.** Write a postcard to a friend. You may answer the questions while you are writing.

- Who will you write to?
- Where are you?
- Are you having a good time?
- Where are you staying?
- What is the place like?
- What are the people like?
- What did you do yesterday?
- What are you doing tomorrow?

### Example of the postcard



### Sample sheet for Postcard



Assessment criteria	Task	Descriptor	Mark
		A learner	
Identify the position of speakers in an extended talk with some support	1	answers for the 1 <sup>st</sup> question	1
		answers for the 2 <sup>nd</sup> question	1
		answers for the 3 <sup>rd</sup> question	1
	2	chooses 1-C;	1
		chooses 2-B;	1
		chooses 3-B;	1
		chooses 4-B;	1
		chooses 5-A;	1
Write a text keeping the layout and format of a given genre with little support	3	writes with structure which is logically organized;	1
		spells the words correctly;	1
		writes with grammar accuracy;	1
		uses topic related vocabulary correctly	1
<b>Total marks</b>			<b>13</b>

**Travel Agent:** Freedom Travel. How may I help you?

**Caller:** Yes, I'd like to make a flight reservation for the twenty-third of this month.

**Travel Agent:** Okay. What is your **destination**?

**Caller:** Well. I'm flying to Helsinki, Finland.

**Travel Agent:** Okay. Let me check what flights are **available**? [*Okay*] And when will you be returning?

**Caller:** Uh, well, I'd like to **catch** a return flight on the twenty-ninth. Oh, and I'd like the cheapest flight available.

**Travel Agent:** Okay. Let me see. Um, hmm . . .

**Caller:** Yeah?

**Travel Agent:** Well, the price for the flight is almost double the price you would pay if you leave the day before.

**Caller:** Whoo. **Let's go with** the cheaper flight. By the way, how much is it?

**Travel Agent:** It's only \$980.

**Caller:** Alright. Well, let's go with that.

**Travel Agent:** Okay. That's flight 1070 from Salt Lake City to New York, Kennedy Airport, **transferring** to flight 90 from Kennedy to Helsinki.

**Caller:** And what are the **departure** and arrival times for each of those flights?

**Travel Agent:** It leaves Salt Lake City at 10:00 AM, arriving in New York at 4:35 PM, then transferring to flight 90 at 5:55 PM, and arriving in Helsinki at 8:30 AM the next day.

**Caller:** Alright. And, uh, I'd like to request a **vegetarian** meal.

**Travel Agent:** Sure, no problem. And could I have your name please?

## Summative assessment for the unit “Space and Earth”

**Learning objective** 7.R5 Deduce meaning from context in short texts on a growing range of familiar general and curricular topics  
7.R7 Recognise typical features at word, sentence and text level in a range of written genres  
7.S3 Give an opinion at discourse level on a growing range of general and curricular topics  
7.S6 Begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges

**Assessment criteria**

- Identify the meaning and details of the reading texts
- Identify the correct form of a word, appropriate sentence structure and text layout
- Provide a point of view in conversations and discussions
- Interact in a pair, group and a whole class work presenting logically connected information with ideas of other people

**Level of thinking skills** Knowledge and comprehension  
Application  
Higher order thinking skills

**Duration** 20 minutes

### Reading

**Task 1.** Read the text and answer the questions.

*Example:* 0. Is Pluto no longer a planet? Yes, It is

#### Is Pluto a Planet?

*‘Dwarf’ is a very little star*

Many people are saying that Pluto is no longer a planet. National Geographic News says that, according to the International Astronomical Union, a full planet is an object that orbits the sun and is large enough to have become round due to the force of its own gravity. Because Pluto doesn't meet these standards, the International Astronomical Union classifies Pluto as a dwarf planet. Not everyone agrees that this is a good way to decide, though. Andy Cheng, a planetary scientist at Johns Hopkins University, says that the new rules aren't clear enough and asks the question “how round is round?” “...I'll still continue to maintain that Pluto is a planet,” he said.

Owen Gingerich is an astronomer and historian at Harvard University in Cambridge. He favored a special distinction for Pluto. Gingerich supported a proposal to call the big eight planets classical planets—as opposed to just plain “planets”—and Pluto and the others dwarf planets, so there would be two classes of planets. He believes that reclassifying Pluto as a dwarf planet is not “sensitive to the historical and cultural role that Pluto has played.” The argument continues. What do you think it is?

1. What planet is a full planet?

\_\_\_\_\_

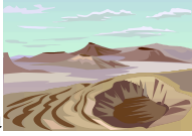

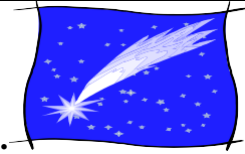
2. Is Pluto the only dwarf planet?

\_\_\_\_\_

3. How many classes of planets are according to the astronomer?

\_\_\_\_\_

**Task 2.** Connect numbers and letters and find the right pictures.

1.Comets	A. It is the largest object you can see in the night sky.	
2.Craters	B. A small, frozen mass of dust and gas revolving around the sun.	
3.Moon	C. They are holes made when a large moving rock hit the moon.	

1		
2		
3		

**Speaking**

**Task 3: Work in a group of 3-4. Answer the questions below.**

*Teacher assesses the speaking skills of each learner while they are working in a group.*

Names \_\_\_\_\_

Date \_\_\_\_\_

Where are you planning to travel to? Name the planet?	
What will you do if you see aliens or some unusual animals?	

**Group Assessment sheet**

Criteria	Yes	No
Group answers all the questions.		
It was very interesting to listen to group presentation (name was unusual, animals were strange, etc.).		
All learners have the chance to participate in the discussion.		
All learners present logically connected information.		

Assessment criteria	Task	Descriptor	Mark	Additional information
		A learner		
Identify the correct form of a word, appropriate sentence structure and text layout. Identify the meaning and details of the reading texts.	1	writes 'A full planet is an object that orbits the sun and is large enough to have become round due to the force of its own gravity'.	1	Answer can be shorter.
		writes 'No, it is not';	1	
		writes 'There are two classes of planets';	1	
	2	chooses 1 B-c;	1	
		chooses 2 C-a;	1	
		chooses 3 A-b;	1	
Provide a point of view in conversations and discussions. Interact in a pair, group and a whole class work presenting logically connected information with ideas of other people.	3	answers the questions;	1	
		participates in the discussion;	1	
		presents logically connected information.	1	
<b>Total marks</b>			<b>13</b>	



## **Раздел В**

### **Specification of Summative Assessment for term 1, Grade 7**

#### **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.

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 word/number or a suitable word.

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

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

Tapescript for listening task can be found in site which is shown after the task.

The content of the summative assessment for the 1 term should be selected on topics “Hobbies and Leisure” or/and “Communication and Technology”.

**Characteristic of tasks for summative assessment for the 1 term**

<b>Unit</b>	<b>Strand</b>	<b>Learning objective</b>	<b>*Total number of questions</b>	<b>*Question №</b>	<b>*Type of question</b>	<b>*Task description</b>	<b>Time</b>	<b>Total marks</b>
Hobbies and Leisure. Communication and Technology.	Listening	7.2.2.1 Understand with little support most specific information in extended talk on a limited range of general and curricular topics.	6	1 2 3  1 2 3	Multiple choice.  Filling gaps	Each learner works individually. The task enables learners to choose the correct answer from the test. Learners listen to the recording twice on topic 'Hobbies and Leisure', having chance to look through the questions before the recording starts (1-2 min to read the questions before the recording starts). The task consists of 6 questions. Learners complete the gaps with no more than one word while listening.	10 minutes	6
	Reading	7.3.1.1 Understand the main points in texts on a limited range of unfamiliar general and curricular topics. 7.3.3.1 Understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts.	6	1 2 3 4  1 2	Multiple choice.  Filling gaps	Each learner works individually. The task enables learners to understand general information from the text and elicit details. Learners read the text on topic 'Communication and Technology' and answer the questions. This task consists of 6 questions with one possible answer. In question 1-4 learners give a short answer. In questions 5-6 learners choose the missing words.	10 minutes	6

Unit	Strand	Learning objective	*Total number of questions	*Question №	*Type of question	*Task description	Time	Total marks
	Writing	7.4.3.1 Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics. 7.4.8.1 Spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics.	1	1	Open ended	Each learner works individually. Learner should write on topics 'Hobbies and Leisure' or 'Communication and Technology'. They should follow the structure and answer in full sentences. Learners should write with grammatical accuracy using a variety of topic related vocabulary.	20 minutes	6
	Speaking	7.5.3.1. Give an opinion at discourse level on a growing range of general and curricular topics. 7.5.5.1 Keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks. 7.5.1.1 Use formal and informal registers in their talk on a limited range of general and curricular topics.	1	1	Open ended	Learners pair up and have a two-way conversation on topics: 'Hobbies and Leisure', 'Communication and Technology'. They have 1 minute to prepare and 2 minutes to talk on the topic. Learners are provided with some visual aids (pictures) and questions for a discussion. They provide own points of view on topics, explaining and justifying their positions and answers. Teacher can ask additional questions to support learners if necessary.	Each pair talks for 2 minutes.	6
<b>TOTAL:</b>							<b>40 minutes</b>	<b>24</b>
Note: * - sections that can be changed								



**Listening – 10 minutes**



**Task 1. Listen the dialogue and choose one answer from the test.  
Use the link to listen information or QR scan**

<https://www.talkenglish.com/listening/lessonlisten.aspx?ALID=106>

0. *What does the conversation about?*
- A. *Shopping*
  - B. *Hobby***
  - C. *Holiday*
  - D. *Sport*
1. What is Joanne doing? [1]
- A. Seeing the film
  - B. Cooking
  - C. Watching TV
  - D. Reading the book
2. Why is Joanne boring? [1]
- A. no hobby
  - B. no entertainment
  - C. no money
  - D. no car
3. What does her friend suggest to get involved? [1]
- A. to play the piano
  - B. to gather the stamps
  - C. to read books
  - D. to travel

**Task 2. Listen the conversation again and write no one more missing words.**

1. The girl likes to doodle on the \_\_\_\_\_ . [1]
2. What do you think we should do as a \_\_\_\_\_ ? [1]
3. I like to play the \_\_\_\_\_ for fun. [1]

**Total mark [6]**

## Reading – 10 minutes

**Task. Read the text and do task about Modern Technology.**

### Modern Technology

Nobody would deny the importance of modern technology. It has made life easier and better in many ways. The best definition of technology is science applied to practical purposes. Due to its rapid development people can use many smart gadgets in everyday life.

Most housewives stopped washing the clothes by hand. They don't even wash the dishes after meal, because the dishwasher can do it for them. Nobody uses the old-fashioned brooms, as there are advanced vacuum-cleaners. All these modern machines have nearly replaced people.

However, it is not always good. As any other field in the world, modern technology has its advantages and drawbacks. It is undoubtedly helpful to have smart appliances in the house. They help to deal with household chores. It is also good to have such gadgets as laptop, MP3 player, smartphone, iphone, camera, headphones, printer, scanner, tablet etc.

Today, people simply can't imagine life without these machines. However, it isn't always healthy to use them for a long time. Sitting long hours in front of the computer leads to eyesight and back problems. Cell phones contain negative vibes that affect human organism. So, many health specialists are against the excessive use of cell phones.

Household appliances and machines that make people's life easier often lead to idleness and obesity. Modern offices are full of self-operating machines. That's why some jobs are disappearing and people stay unemployed.

In conclusion, I'd like to say that technological progress can be dangerous at some extent. Even surrounding nature suffers from scientific advances.

**Task 3. Read the text and give a short answer.**

- Example. 0 Do you deny the importance of modern technology? Yes, I do*
1. Can all people use many smart gadgets in everyday life? \_\_\_\_\_ [1]
  2. Do all these modern machines have nearly replaced people? \_\_\_\_\_ [1]
  3. Do they help to deal with household chores? \_\_\_\_\_ [1]
  4. Can people simply imagine life without these machines? \_\_\_\_\_ [1]

**Task 4. Complete the missing *NO MORE ONE* words.**

5. People simply can't \_\_\_\_\_ life without these machines. [1]
6. Modern offices are full of \_\_\_\_\_ machines. [1]

**Total mark [6]**

## Writing – 20 minutes

**Task 5. Choose one topic and answer the questions. This work is individually. You should pay attention to the grammar.**

### Topic 1. Max's hobby...



This is Max. He is 21 years old. He's a student of university but he likes music, has got a girl-friend Ann.

Write some information about Max. What is favourite hobby and why?

0. *Example:* His name is Max.

<https://www.fusion-bags.com/blogs/news/how-to-play-the-acoustic-guitar-a-basic-guide-for-beginners>

1. Where does Max study?

---

2. What 's Max's hobby?

---

3. Why does Max like the music?

---

4. What's your hobby? Do you enjoy your hobby and why?

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### Topic 2. Using gadget at school

This is Helene. She is 17 years old. She's a pupil at school. She likes gadgets and computer programs, has got a family.

Write some information about Helene. What is her favourite hobby? What do you think about using gadget at lessons?

*Example 0.* Her name is Helene.

<https://www.nytimes.com/2013/03/23/technology/in-some-schools-students-bring-their-own-technology.html>

1. What does Helene do?

---

2. What is Helene interested at school?

---

3. What do you think Helene likes ICT?

---

4. What do you think can use gadget at school and why?

---

**Total mark [6]**

## **Speaking**

**Task 6. Work with your partner to make a dialogue. Choose one of the cards below. You have 1 minute for preparing and 2 minutes to talk.**

### **Card 1**

**Discuss with your partner the topic ‘Hobbies and Leisure’. The following questions will help you to organize your talk:**

1. What’s your hobby?
2. Do you really like your hobby?
3. Why do some people have a hobby?
4. When did your hobby start?
5. Are you agree that hobby is great?

### **Card 2**

**Discuss with your partner the topic ‘Hobbies and Leisure’. The following questions will help you to organize your talk:**

1. What are you hobby?
2. When does your hobby do a time?
3. How do you think people can keep pet as a hobby?
4. Do you collect stamps or coins?
5. Do you have any extra classes at school?

### **Card 3**

**Discuss with your partner the topic ‘Hobbies and Leisure’. The following questions will help you to organize your talk:**

1. What is your hobby?
2. Why you think your hobby is interesting?
3. Do you like reading as a hobby?
4. Do you enjoy reading?
5. What is the most popular hobby now?

### **Card 5**

**Discuss with your partner the topic ‘Communication and Technology’. The following questions will help you to organize your talk:**

1. Do you like watching TV?
2. How much time you watch TV a day?
3. Why do not many people watch TV?
4. Which program do you see on TV?
5. Do you prefer to see film on TV or on Internet?

### **Card 6**



**Discuss with your partner the topic ‘Communication and Technology’. The following questions will help you to organize your talk:**

1. Do you like using mobile phone?
2. How much time you use mobile phone a day?
3. Do you like to use smart phone and why?
4. Is usage of mobile phone dangerous for people and why?
5. Where do you upload photos (Facebook, email, etc.)?

### **Card 7**

**Discuss with your partner the topic ‘Communication and Technology’. The following questions will help you to organize your talk:**

1. Do you like using electronic devises?
2. Which electronic devises to use?
3. Which modern electronic devises do you know?
4. Is usage of electronic devises dangerous for people and why?
5. Do you think electronic devices help you study?

**Mark scheme**  
**Listening and Reading**

№	Answer	Mark	Additional information
1	C	1	
2	A	1	
3	A	1	
4	notepad	1	
5	as a hobby	1	
6	piano	1	
1	Yes, they do	1	
2	No, they do not	1	
3	Yes, they do	1	
4	Yes, they do	1	
5	Imagine	1	
6	Self-operating	1	
<b>Total</b>		<b>24</b>	

***Transcript for term 1***

A: "Hey Joanne. What are you up to?"

B: "I'm just watching some television."

A: "I'm so bored. I don't know what I'm going to do today and it is only ten in the morning."

B: "Me too. Do you think we are boring people?"

A: "I don't think we are boring. It's just that we don't have any hobbies."

B: "That's right. What do you think we should do as a hobby?"

A: "That all depends on what you like to do. For example, I like to doodle on the notepad, so I'm thinking about doing some real drawings."

B: "I like to play the piano for fun."

A: "Yeah. That can be a good hobby."

B: "Hobbies are great. I'm going to make a list of all the things I like to do."

A: "That's a great idea. I'm going to do the same."

**ЖШС «Turan mektebi»-нің**

**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**

**III тоқсан**

**Ағылшын тілі пәні бойынша**

**Сынып: 7 А,Ә**

**Оқушылар саны: 17,16**

**Педагог: Кушқарова Қ.А.**

**Мақсаты: Жиынтық бағалау жүргізу қорытындылары бойынша талдау жүргізу**

**БЖБ және ТЖБ нәтижелерін талдау**

ҒПӘн	Орындаған оқушы	Макс балл	ЖБ балдарының пайыздық мазмұны				Сапа %	Үлгерім %
			төмен	орта	жақсы	жоғары		
			0-39%	40-64%	65%-84%	85-100%		
<b>Оқушылар саны :</b>								
БЖБ 1	17,16	10	0-5 балл	6-8 балл	9-11 балл	12-13 балл		
			-	5 8	7 6	5 2	70% 50%	100%
БЖБ 2	17,16	11	0-4 балл	5-7 балл	8-9 балл	10-11 балл		
			-	9 10	5 4	1 2	35,5% 37,5%	100%
ТЖБ	17,16	22	0-8балл	9-11 балл	12-15 балл	16-18 балл		
			-	5 8	7 4	5 4	70% 50%	100%

	Қол жеткізілген максаттар	Қиындық тудырған максаттар
БЖБ 1	7.1.7.1. Use contextual clues to predict content and meaning in short supported talk on an increasing range of general and some curricular topics 7.2.7.1. Contribute a growing range of suitable words, phrases, and sentences during short pair, group and whole class exchanges 7.5.16.1. Use conjunctions <b>and, or, but, because</b> to link words and phrases	7.1.7.1. Use contextual clues to predict content and meaning in short supported talk on an increasing range of general and some curricular topics
БЖБ 2	7.3.5.1. Understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues 7.4.7.1. Spell most familiar high- frequency words accurately when writing independently 7.5.8.1. Use imperative forms /positive and negative/ to give short instructions on a growing range of familiar topics	7.3.5.1. Understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues
ТЖБ	7.1.9.1. Recognize words that are spelt out from a limited range of general and curriculum topics 7.2.6.1. Take turns when speaking with others in a growing range of short, basic exchanges 7.3.5.1. Understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues 7.4.5.1. Link with some support sentences using basic coordinating connectors	7.4.5.1. Link with some support sentences using basic coordinating connectors

1. БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті: Жоғары (В): 85-100%, жақсы (С): 65-84%, орта (D): 40-64%, төмен (Н): 0-39%

	Жоғары (В) 85-100%	Жақсы (С) 65-84%	Орта (С) 40-64%	Төмен (Н) 0-39%

- №1 БЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті:

Жоғары (В): 85-100%,

орта (С): 40-84%,

төмен (Н): 0-39%, білім алушылардың аты-жөнін көрсету

**Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі:**

- Ағылшын сөздерінің әріптерін дұрыс жаза алмауы

Жоспарланған түзету жұмысы: оқушылармен дайындық жұмыстарын жүргізу

- №2 БЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті:

Жоғары (В): 85-100%,

орта (С): 40-84%,

төмен (Н): 0-39%, білім алушылардың аты-жөнін көрсету

**Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі:**

- Берілген мәтінмен жұмыс жасау барысында сұрақтарға жауабын табуда;

**Жоспарланған түзету:** дайындық жұмыстарын жүргізу

- ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті: Жоғары (В): 85-100%, орта (С): 40-84%, (Н): 0-39%, білім алушылардың аты-жөнін көрсету)-

**5. Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі:**

- Берілген мәтінмен жұмыс жасау барысында сұрақтарға жауабын табуда
- Кестемен жұмыс жасау барысында оқушылардың шатасуы

5. **Жоспарланған түзету жұмысы:** қосымша дайындық жұмыстарын жүргізу

**Қорытынды.**

Білім алушылар алған білімдерін көрсете білді. Берілген оқу мақсаттарына қол жеткізді.

Күні: 23.03.2023ж

Педагог: Кушкарлова Қ.А.