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2022-2023 оқу жылында II тоқсан бойынша жиынтық бағалау өткізудің жоспары

Пән: Ағылшын тілі

Сынып: 8

Тоқсан	Сынып	БЖБ тақырыптары	Өткізілетін күні	Бағалауды өткізу түрі. БЖБ макс.балы	Жиынтық бағалау рәсімдерінің орындалу ұзақтығы	Мерзімі		Ескерту
						Құрастыру	Сараптама	
II тоқсан	8a	БЖБ N1 The natural world	24.11.2022ж	2 тапсырма түрінде 14 бал	20 мин	12.11.2022ж	25.11.2022ж	
		БЖБ N2 Travel and transport	15.12.2022ж	2 тапсырма түрінде 8 бал	20 мин	30.11.2022ж	18.12.2022ж	
		БЖБ N1 The natural world/ Travel and transport	21.12.2022ж	4 тапсырма түрінде 24 бал	45 мин	10.12.2022ж	21.12.2022ж	

Пән мұғалімі: Қ.Кушкарлова

**TERM 3.  
SUMMATIVE ASSESSMENT TASKS**

**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

**Assessment criteria**

- Recognize the main ideas in the conversation while listening
- Identify the correct form of a word, appropriate sentence structure and text layout
- 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

**Level of thinking skills**        Application  
    Higher order thinking skills

**Duration**                         20 minutes

**Listening**

**Task 1.** Answer the questions about the interview.

*CD2. Tapescript 3. And transcript for listening task can be found after the rubrics.*

1. He has many tortoises in\_\_\_\_\_.  
 A) his flat  
 B) his house  
 C) the garden
  
2. She took care of it when he was\_\_\_\_\_.  
 A) a child  
 B) in high school  
 C) in college
  
3. His mom took care of\_\_\_\_\_tortoise.  
 A) an injured  
 B) a dangerous  
 C) a pregnant
  
4. She watched tortoises\_\_\_\_\_.  
 A) in the wild  
 B) in the kitchen  
 C) in a lab

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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. \_\_\_\_\_  
3. \_\_\_\_\_

### Speaking

**Task 2.** Discuss the questions in a class.

*Learners discuss questions in a class. They answer the questions presenting logically connected information and use arguments to support their ideas. They express agreement, negotiation and disagreement on questions using given phrases.*

“The Natural World” what does it mean to you?

1. Have you ever been injured by an animal? If so, what is the story behind?
2. How do you think the world will look in 50 years’ time?
3. Do you think we are doing enough to save endangered species? Give some examples.

**Use the following phrases:**

- In my opinion ...
- I think ...
- In my view ...
- I agree with ...
- I see your point ...
- I support your view ...
- I take a different view ...
- I don’t agree with ...
- I see your points, but ...

Assessment criteria	Task	Descriptor	Mark	
		A learner		
Recognize the main ideas in the conversation while listening.  Identify the correct form of a word, appropriate sentence structure and text layout.	1	chooses 1- C;	1	
		chooses 2- B;	1	
		chooses 3- C;	1	
		chooses 4- B;	1	
		chooses 5- C;	1	
		<i>A learner should write only 3 facts about Mile's mother. Possible answers: She is a zoologist. She has worked at universities studying animals. She is studying South African tortoises.</i>	1 1 1	Actual answers may be various. 1 point is given for each correct fact about Mike's mother
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.	2	conveys ideas clearly;	1	
		makes an argument supporting by reasons;	1	
		uses the phrases that express the opinion;	1	
		uses a range of appropriate vocabulary;	1	
		pronounces words clearly.	1	
<b>Total marks</b>			<b>13</b>	

**Rubrics for providing information to parents on the results of Summative Assessment for the unit “The Natural World”**

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

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Recognize main ideas in the conversation while listening. Identify the correct form of a word, appropriate sentence structure and text layout.	Experiences difficulties in identifying the main ideas while listening. Makes many grammar and spelling mistakes that impede understanding of the piece of writing. <input type="checkbox"/>	Experiences some difficulties in identifying the main ideas while listening. Writes true facts but makes some grammar and spelling mistakes that do not impede understanding of the piece of writing. <input type="checkbox"/>	Identifies the main ideas and selects the right answers. Writes 3 facts correctly. Completes the task mostly correctly. <input type="checkbox"/>
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.	Experiences difficulties in answering questions with appropriate grammar and vocabulary on familiar topics. Attempts to answer the questions, but most of the time the answers are inappropriate and pronunciation is mostly unclear. <input type="checkbox"/>	Makes some mistakes in conveying ideas clearly with appropriate grammar/ vocabulary. Uses some phrases correctly in expressing opinion. Answers the questions with some inaccuracy. Gives some arguments with reasons. Pronounces words sometimes unclear. <input type="checkbox"/>	Presents ideas clearly with accurate pronunciation of the words. Shows a good degree of control of a range of simple and some complex grammatical forms, uses a range of appropriate vocabulary. Uses phrases accurately in a talk. Answers the questions with justification. <input type="checkbox"/>

### Transript 3

**Ana:** Hey, Michael. I heard your mom is a zoologist. What is it exactly?

**Mike:** A zoologist. Well, that's true. She is a zoologist. So a zoologist is someone who studies animals.

**Ana:** Oh, interesting. So does she study all animals or does she focus on a specific animal?

**Mike:** Well, she's worked at universities studying animals for a long time. So she's worked on many different kinds of animals. But at the moment, she is studying South African tortoises.

**Ana:** Oh, interesting. Do you have any tortoises in your house?

**Mike:** Yeah. Actually, we have more than 40 tortoises in our garden.

**Ana:** More than 40. Wow.

**Mike:** Yes. People are always very surprised when they visit and they see all our tortoises.

**Ana:** So, do you know a lot about tortoises as well?

**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 that – 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 withan 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.

### Summative assessment for the unit «Travel and Transport»

<b>Learning objectives</b>	<p>8.4.4.1(8.R4) Read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics</p> <p>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</p> <p>8.5.8.1(8.W8) Spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics</p> <p>8.5.9.1(8.W9) Punctuate written work at text level on a range of familiar general and curricular topics with growing accuracy</p> <p>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</p>
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Summarize the ideas in the extended fiction and non-fiction texts by finding the main information and specific details</li> <li>• Organize sentences, paragraphs and ideas logically using a variety of linking devices</li> <li>• Write topic related words with correct spelling control</li> <li>• Use punctuation marks in the sentences properly</li> <li>• Express recent, indefinite and unfinished past with simple perfect tense</li> </ul>
<b>Level of thinking skills</b>	<p>Knowledge and comprehension</p> <p>Application</p>
<b>Duration</b>	20 minutes

#### Reading

##### Task 1. Read the text.

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 they 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

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train.

A number of destinations can be travelled to 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.

**Answer the questions.**

1. Which mode of transport does not cost money?

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2. Why do some people not enjoy travelling?

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

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**Writing**

**Task 2.** Write a descriptive essay 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;
- pay attention to the spelling of the words.



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
		2. 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. Use punctuation marks in the sentences properly. Express recent, indefinite and unfinished past with simple perfect tense.	2	uses grammatical forms properly;	1
		uses a range of appropriate vocabulary with correct spelling;	1
		uses appropriate linking words;	1
		conveys ideas clearly;	1
		uses simple perfect forms;	1
uses punctuation marks correctly.	1		
<b>Total marks</b>			<b>9</b>

**Rubrics for providing information to parents on the results of Summative Assessment for the unit “Travel and Transport”**

Learner’s name \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Summarize the ideas in the extended fiction and non-fiction texts by finding the main information and specific details.	Experiences difficulties in identifying the main idea and specific information while reading the task. Answers most of the questions incorrectly.  <input type="checkbox"/>	Experiences some difficulties in identifying the main idea and specific information in the text. Makes some mistakes in answers: walking/go(-ing) on foot/ people suffer from travel sickness/people become unwell when they travel/ train.  <input type="checkbox"/>	Copes with answering the open-ended questions while reading the text. Appropriately identifies the main idea and specific information in the text. Answers most of the questions correctly.  <input type="checkbox"/>
Organize sentences, paragraphs and ideas logically using a variety of linking devices. Write topic related words with correct spelling control Use punctuation marks in the sentences properly Express recent, indefinite and unfinished past with simple perfect tense.	Lacks in writing a description based on the question, has difficulties in conveying ideas logically, in using appropriate vocabulary and linking words. Uses a range of grammar and in punctuation marks mostly incorrectly.  <input type="checkbox"/>	Makes mistakes in writing a good description based on the question/ in presenting ideas clearly/ in using appropriate vocabulary / grammar/in linking ideas logically. Is aware of rules of punctuation, but makes mistakes in complex sentences and in spelling.  <input type="checkbox"/>	Presents a good description on topic. Connects ideas coherently using proper linking words. Uses wide range of grammar and vocabulary with accurate spelling within the task set, ideas fulfill the requirements of the task.  <input type="checkbox"/>

## Tasks for the Summative Assessment for the term 1

### Listening

**Task.** Listen to Trent Simons and mark the following sentences TRUE or FALSE.

CD3. Tapescript 1.

*Example:* John and his twin brother go to one and the same school. FALSE

1. John has the same tastes and personalities as his brother. \_\_\_\_\_
2. John and his brother usually play computer games together. \_\_\_\_\_
3. John's parents see him and his brother as two individual people. \_\_\_\_\_

**Listen to Angela Martinez and complete the sentences with NO MORE THAN ONE WORD.**

CD3. Tapescript 2.

*Example:* Angela sometimes wonders where her character comes from.

4. Angela's nationality is \_\_\_\_\_.
5. Angela describes her parents as calm and \_\_\_\_\_.
6. Angela's grandmother thinks that her parents are too \_\_\_\_\_.

**Total [6]**

### Reading

**Task.** Read the text and circle the most suitable answer.

#### Checking out second-hand city

Do you love to go shopping, but seem to spend all your money on just one or two items? If so, why not consider hunting around for cheaper, second-hand options? With a little time and patience, it's possible to find some great bargains. Take a look at the shopping alternatives we've come up with.

##### Car Boot Sales

People bring unwanted things that they dig out of their attics and garages to a car boot sale. Anything from children's toys to sports equipment can turn up at these sales, which are usually held at weekends or on Bank Holidays.

##### Second-Hand Shops

Good second-hand shops can be full of surprises and are often the perfect place to pick up a bargain! Many shops often specialize in certain items such as rare books, designer clothes and antique furniture.

##### Charity Shops

People donate used clothes, shoes, toys and other different items to charity shops where you can usually buy them for next to nothing! The money often goes to help people who are hungry, homeless or who live in poor developing countries.

##### Christmas Bazaars

These are wonderful places to buy handmade gifts, Christmas decorations and second-hand items. The beauty of these bazaars is that all the money raised usually goes to charity, so you can shop till you drop knowing that it's all for a good cause!

So, next time you're in the mood to shop, instead of using your credit card, head for 'second-hand city'.

*Example:* What **does not** the writer say about second-hand bazaars?

- A) The things are usually cheaper there.

- B) The money earned usually goes to charity.
- Ⓒ They are usually organized by the local government.
- D) These bazaars are sometimes a part of traditional holidays.

1. What does this text mainly explain? [1]
  - A) how second-hand sales raise money for charity
  - B) where you can go to buy second-hand things
  - C) why second-hand items are great bargains
  - D) who benefits from second-hand sales
  
2. What does the writer say about car boot sales? [1]
  - A) A wide range of things may be found on sale there.
  - B) They are a fun way to spend a holiday weekend.
  - C) You probably wouldn't want the things on sale there.
  - D) They are not popular among the traders.
  
3. What does the writer say about second-hand shops? [1]
  - A) They are not ideal place for purchases.
  - B) They always sell things that have been carefully checked.
  - C) They often sell only one particular type of thing.
  - D) You cannot buy anything unusual there.
  
4. What does the writer say about charity shops and bazaars? [1]
  - A) They are good places for poor, homeless people to shop.
  - B) They are good because shopping there helps poor people.
  - C) They give second-hand items to people in poor countries.
  - D) They sell tasty Christmas food and drinks.
  
- 5, 6. Which **TWO** of the following statements might the writer agree with? [2]
  - A) Do your second-hand shopping at weekends, Christmas and on Bank Holidays.
  - B) First decide what you want to buy then find the place that specializes in it.
  - C) Second-hand shopping takes a bit longer, but it's worth it.
  - D) The main purpose of Christmas Bazaars is to raise money.

**Total [6]**

**Writing**

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

**Topic 1.** You received a letter from your friend in which he/she says that he/she is having a problem in communication with his/her older sister. Write a reply giving your friend advice on how to make better relations with his/her family member. Use the following plan:

Dear .....

- (Paragraph 1)** - write a salutation to your friend
- (Paragraph 2)** - express your sympathy, offer help
- (Paragraph 3)** - give your advice

Your friend,  
 .....

**Topic 2.** Write a letter to your friend inviting him/her to your country/city and describe how you would spend one day. Use the following plan:

Dear .....

**(Paragraph 1)** - write a salutation to your friend

**(Paragraph 2)** - offer your friend to come

**(Paragraph 3)** - describe a day

Your friend,

.....

**Total [6]**

## Speaking

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

### Card 1

Please, answer the following questions giving details and using topic related vocabulary:

1. What rules do you have in your family?
2. Are there any rules all your families share? (doing household chores, preparing meals, watching TV, talking on the phone)
3. Who usually sets rules in your family?
4. Are there any rules that you do not agree with? Why?

### Card 2

Please, answer the following questions giving details and using topic related vocabulary:

1. In what ways are you similar to and different from your grandparents, parents, brothers and sisters?
2. Who are you most/least similar to in your family? (character, habits, looks)
3. Do you know anyone who is an only child? What are they like?
4. Do you think being an only child is good?

### Card 3

Please, answer the following questions giving details and using topic related vocabulary:

1. Can you tell us about your positive qualities?
2. What can you tell us about your negative qualities?
3. How have you changed over the last five years? (habits, personality, likes and dislikes)
4. What do you want to change now?

### Card 4

Please, answer the following questions giving details and using topic related vocabulary:

1. What types of families do you know?
2. Could you describe at least two types discussing advantages and disadvantages?
3. Can you tell us something unusual or special about your family?
4. Who do you trust most in your family? Why?

**Card 5**

Please, answer the following questions giving details and using topic related vocabulary:

1. What's the best thing about spending time with your family?
2. What's the worst thing?
3. Do you think parents should be strict with their children?
4. Should parents be leaders or friends? Explain why.

**Card 6**

Please, answer the following questions giving details and using topic related vocabulary:

1. Can you tell us something you are into doing by yourself?
2. Can you tell us something you do not like doing by yourself?
3. What do you mainly use social networking for?
4. What the advantages and disadvantages of social networking?

**Card 7**

Please, answer the following questions giving details and using topic related vocabulary:

1. What do you prefer wearing at leisure time? Why?
2. Where do you usually buy your clothes?
3. How is your daily life different from British/Russian/Japanese/American. Please, choose one and give reasons why.
4. How is it alike?

**Card 8**

Please, answer the following questions giving details and using topic related vocabulary:

1. What do you think about extreme makeover?
2. What does happiness mean for you?
3. What should people do in order to be happy?
4. How has the meaning of happiness changed in last ten years?

**Total [6]  
Total marks\_ /24**

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

<b>Question №</b>	<b>Answer</b>	<b>Mark</b>	<b>Additional information</b>
1	False	1	
2	False	1	
3	True	1	
4	Chinese	1	
5	patient	1	
6	liberal	1	
1	B	1	
2	A	1	
3	C	1	
4	B	1	
5	C	1	In any order
6	D	1	
<b>Total marks</b>		<b>12</b>	

**Mark scheme  
Writing and Speaking**

**CRITERIA FOR MARKING WRITING**

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 & Spelling	Grammar & Punctuation: range and accuracy
<b>6</b>	<ul style="list-style-type: none"> <li>• All content is relevant to the task.</li> <li>• The register completely corresponds to the requirements of the task; consistent and intentional misuse of register* may indicate a writer's personal style.</li> <li>• All content points are fully addressed and developed in a balanced way.</li> </ul> <p>*Such misuse of register should not harm the format of writing.</p>	<ul style="list-style-type: none"> <li>• Uses a range of basic connectors correctly and attempts to use referencing, but not always clearly or appropriately.</li> <li>• Uses paragraphs to separate ideas; all paragraphs revolve around one idea or a set of like ideas; the size of each paragraph allows for a proper and balanced development of ideas.</li> <li>• The format is appropriate, but may be modified for a better reading experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of everyday vocabulary appropriately; attempts to use less common lexical items with occasional inappropriacies.</li> <li>• Has good control of word formation; may make occasional errors in producing less common word forms.</li> <li>• Spells common vocabulary items correctly; very few (one or two) occasional spelling mistakes may be present.</li> <li>• May occasionally misspell less common lexical items.</li> <li>• Errors in word choice and/or spelling do not distort meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple and compound sentence forms correctly and demonstrates some variety in length.</li> <li>• May attempt some complex sentences, but they tend to be less accurate, including punctuation.</li> <li>• Errors in grammar and/or punctuation do not distort meaning.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• All content is relevant to the task; insignificant content omissions may be present.</li> <li>• The register on the whole corresponds to the</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of basic connectors correctly.</li> <li>• Uses paragraphs to separate ideas; most paragraphs revolve around one idea or a set of like</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of everyday vocabulary appropriately; attempts to use less common lexical items, but may make frequent errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple and compound sentence forms correctly, but does not demonstrate variety in length.</li> </ul>



	<p>requirements of the task; occasional and inconsistent misuse of register may be present.</p> <ul style="list-style-type: none"> <li>• Most content points are addressed, but their development may be slightly imbalanced.</li> </ul>	<p>ideas; the size of each paragraph may reflect imbalanced development of ideas.</p> <ul style="list-style-type: none"> <li>• The format is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Has good control of word formation; may make errors in producing less common word forms.</li> <li>• Spells common vocabulary items correctly; few (no more than five) occasional spelling mistakes may be present.</li> <li>• May often misspell less common lexical items.</li> <li>• Errors in word choice and/or spelling do not distort meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasional errors in grammar and/or punctuation do not distort meaning.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Most content is relevant to the task; insignificant content omissions may be present.</li> <li>• The register on the whole corresponds to the requirements of the task.</li> <li>• Most content points are addressed, but some content points may be more fully covered than others.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some basic connectors, but these may be inaccurate or repetitive.</li> <li>• 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).</li> <li>• The format is generally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexical items.</li> <li>• Has good control of word formation; can produce common word forms correctly.</li> <li>• May make infrequent errors in spelling more difficult words.</li> <li>• Errors in word choice and/or spelling rarely distort meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple and some compound sentence forms correctly.</li> <li>• While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Some content is relevant to the task; significant content omissions may be present.</li> <li>• The register barely corresponds to the requirements of the task.</li> <li>• Only some content points, which are minimally addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a very limited range of basic cohesive devices correctly.</li> <li>• Writes in paragraphs, but may not use them to separate ideas (a script may have random breaks between paragraphs).</li> <li>• The format may be inappropriate in places.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses basic vocabulary reasonably appropriately.</li> <li>• Has some control of word formation; can produce some common word forms correctly.</li> <li>• Makes frequent errors in spelling more difficult words, but simple words are spelled correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple sentence forms mostly correctly.</li> <li>• Errors in grammar and/or punctuation may distort meaning at times.</li> </ul>

			<ul style="list-style-type: none"> <li>• Errors in a word choice and/or spelling distort meaning at times.</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Severe irrelevances and misinterpretations of the task may be present.</li> <li>• Only few content points, which are minimally addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• May use a very limited range of basic cohesive devices, and those used, may not indicate a logical relationship between ideas.</li> <li>• Attempts to write in paragraphs, but their use may be confusing (may start every sentence with a new line).</li> <li>• The format may be inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses an extremely limited range of vocabulary.</li> <li>• Has very limited control of word formation; can produce a few common word forms correctly.</li> <li>• Makes many errors in spelling, including a range of simple words.</li> <li>• Errors in a word choice and/or spelling distort meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes some simple sentence forms correctly.</li> <li>• Frequent errors in grammar and/or punctuation distort meaning.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Attempts the task, but it is largely misinterpreted and the response is barely relevant to the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Links are missing or incorrect.</li> <li>• Does not write in paragraphs at all (a script is a block of text).</li> <li>• The format is not appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Can only use a few isolated words and/or memorized phrases.</li> <li>• Has essentially no control of a word formation; can barely produce any word forms.</li> <li>• Displays few examples of conventional spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of sentence forms.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Does not attempt the task in any way.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• The response is completely irrelevant to the task.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• There is too little language to assess.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Content is completely incomprehensible due to extremely poor handwriting: very few words are distinguishable, so there is a lack of context to verify meaning.</li> </ul>			

## CRITERIA FOR MARKING SPEAKING

Give a mark out of 6 for each criterion (development and fluency, and 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	<ul style="list-style-type: none"> <li>• Shows sustained ability to maintain a conversation and to make relevant contributions at some length.</li> <li>• Produces extended stretches of language despite some hesitation.</li> <li>• Can respond to a change in direction of the conversation.</li> <li>• Pronunciation is intelligible.</li> <li>• Intonation is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Produces error-free simple sentences.</li> <li>• Attempts some complex grammatical forms, but may make errors, which rarely cause comprehension problems.</li> <li>• Uses a range of appropriate vocabulary to give and exchange views on a growing range of general and curricular topics.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation.</li> <li>• Produces mostly extended stretches of language despite some hesitation, although instances of using short phrases may be present.</li> <li>• Can generally respond to a change in direction of the conversation.</li> <li>• Pronunciation is generally intelligible.</li> <li>• Intonation is generally appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Produces error-free simple sentences.</li> <li>• Uses a range of appropriate vocabulary when talking about a range of general and curricular topics.</li> <li>• Occasional mistakes do not cause comprehension problems.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Attempts to respond to questions and prompts.</li> <li>• Produces responses which are extended beyond short phrases, despite hesitation.</li> <li>• Effort will need to be made to develop the conversation; only partial success will be achieved.</li> <li>• Pronunciation is mostly intelligible.</li> <li>• May not follow English intonation patterns at times.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently produces error-free simple sentences.</li> <li>• Uses appropriate vocabulary to talk about a limited range of general and curricular topics.</li> <li>• Errors may cause comprehension problems.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Responses tend to be brief and are characterized by frequent hesitation.</li> <li>• Has to be encouraged to go beyond short responses and struggles to develop a conversation.</li> <li>• There is a lack of intelligibility of pronunciation, but it is unlikely to impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Produces basic sentence forms and some correct simple sentences.</li> <li>• Uses a limited range of appropriate vocabulary to talk about a limited range of general topics.</li> <li>• Errors are frequent and may lead to misunderstanding.</li> </ul>

	<ul style="list-style-type: none"> <li>• May not follow English intonation patterns frequently.</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Responses are so brief that little is communicated.</li> <li>• Barely engages in a conversation.</li> <li>• Pronunciation may cause some communication difficulty.</li> <li>• Does not follow English intonation patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts basic sentence forms, but with limited success.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Heavily relies on apparently memorized utterances.</li> <li>• Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics.</li> <li>• Makes numerous errors except in memorized expressions.</li> </ul>
1	<ul style="list-style-type: none"> <li>• No communication possible.</li> <li>• Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot produce basic sentence forms.</li> <li>• Can only produce isolated words and phrases or memorized utterances.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No attempt at the response.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• No ratable language.</li> </ul>	

*Transcript 1*

**Speaker 1 – Trent Simons**

People think identical twins have the same tastes and personalities, but my brother and I are very different: I'm keen on sport and I'm really fit and active; he hardly ever does anything. I'm confident, I go out, I'm a captain of the football team, but he's really quiet. He has friends, but they're a bit strange and they always play video games together. We're probably different because we go to different schools and my parents don't treat us as 'the twins', you know, as one person. Apart from our appearance, I think the only thing that is genetic is having poor sight. But then he wears thick glasses and I wear contact lenses!

**Transcript 2**

**Speaker 2 – Angela Martinez**

Being adopted, I occasionally wonder where my character comes from. I get good grades at school and people say Chinese are good students and very determined. But then so are my adoptive parents. My dad and mom have a clothes shop in Madrid. I've learnt a lot from them. Also I want to be a doctor like my uncle and I know I have to study to do that. I sometimes get frustrated if things go bad and I get really angry. Both my parents are very calm and patient – they never shout. Maybe my anger is because of my genes – but my gran says it's because I have no brothers or sisters and my parents are too liberal!





**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)-

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

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

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

**Қорытынды.**

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

Күні: 23.03.2023ж

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