**Summative assessment for the unit “Natural Disasters”**

**Learning objectives** **7.R2** Understand specific information and details in texts on a range of familiar general and curricular topics;

**7.S7** Use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics,

and some curricular topics

**Assessment criteria** ●Identify particular facts and parts in reading passage

● Apply topic related vocabulary in speech appropriately

arranging words and phrases into well-formed sentences

**Level of thinking skills** Knowledge and comprehension

Higher order thinking skills

**Duration**  20 min

**Reading**

**Task 1.** Read the text and mark the sentences True (T) or False (F).

*The text was taken from the site*: https://www.englishexercises.org/makeagame/viewgame.asp?id=7429

**Natural Disasters**

Experts know that a disaster is coming but they do not know when it will happen. They know that it could cause a lot of damage. They think it will be worse than hurricane. The disaster they are worried about is an earthquake.

There’s a brake in the earth’s crust. It is called the San Andreas Fault. The San Andreas Fault is in California. Many earthquakes happen along the San Andreas Fault. In 1989 there was a big earthquake on the fault. The earthquake was called “Loma Pierta Earthquake”. Many people were hurt or died. Many buildings were ruined. Lots of people lost their homes. Roads and bridges were also damaged.

A large earthquake could happen in Southern California. Many small earthquakes have happened in the last year. Earthquake experts think that a large earthquake will happen there soon. They think a big earthquake will happen in the next few years.

People need to be prepared. They need to know what to do if an earthquake happens. Everyone in California should have survival kit at home. The emergency kit would include food and water. There should be medication and first aid supplies in the kit. A good survival kit will also have a portable radio, flashlights and spare batteries. All of the supplies in the kit should last at least 3 days.

**Example:** *Only bridges were damaged in that earthquake. \_\_F\_\_\_\_*

1. Researchers of earthquake say it will happen soon. \_\_\_\_\_\_
2. Everybody knows when earthquake will happen. \_\_\_\_\_\_
3. In 1989 was a big earthquake, but no one didn’t get hurt. \_\_\_\_\_\_
4. This disaster can damage a lot of things. \_\_\_\_\_\_
5. California is a brake in the earth’s crust. \_\_\_\_\_\_
6. Everyone must be prepared for earthquake and have first aid box. **\_\_\_\_\_\_**

**Speaking.**

**Task 2.** Choose one of three cards and answer the questions about Natural Disasters.

You have 1 minute to prepare the talk and 1-2 minutes to speak.

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| **Card 1**   1. What kind of natural disasters do you know? (Give examples) 2. Do you know movies about natural disaster? What are they? 3. Describe an earthquake. 4. Is an earthquake common in your country? |

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| **Card 2**   1. Which of the disasters are the most dangerous? Why? 2. What kind of natural disasters are common in your country? 3. Describe Hurricane. 4. What will you do if it happens? |

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| Card 3   1. What is a natural disaster? 2. What is the worst disaster in your opinion? 3. Are floods dangerous for people? Why? 4. How can you prepare for a possible disaster? |

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| **Assessment criteria** | **Task** | **Descriptor** | **Mark** |
| ***A learner*** |
| Identify particular facts and parts in reading passage | 1 | 1. Chooses: “ True ”  2. Chooses: “ False ”  3 Chooses.: “ False ”  4. Chooses: “ True ”  5. Chooses : “ False ”  6. Chooses: “ True” | 1  1  1  1  1  1 |
| Apply topic related vocabulary in speech appropriately  arranging words and phrases into well-formed sentences | 2 | 1. Answers the questions; 2. Speaks with a sufficient topical vocabulary. 3. Speaks grammatically correctly 4. Finds correct information | 1  1  1  1 |
| **Total marks** | | | 10 |

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

Learner’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| **Assessment**  **criteria** | **Level of learning achievements** | | |
| **Low** | **Middle** | **High** |
| Identify particular facts and parts in the reading  passage | Experiences challenges in identifying  particular facts and parts in the reading  passage. | Makes mistakes in identifying  particular facts and parts in the  reading passage for True and  False statements | Confidently identifies particular  facts and parts in the reading  passage. Completes the task  correctly |
| Apply topic related vocabulary in speech appropriately  arranging words and phrases into well-formed sentences | Experiences difficulties in  answering the questions. Feels troubles to  participate in a group discussion. | Makes mistakes in using vocabulary in talking about the topic. Makes mistakes  in answering the questions | Confidently demonstrates vocabulary in talking about the topic. Confidently answers the questions. |