



ОЦІНЮВАННЯ В 5-7 КЛАСАХ НУШ

Мар'я ДОВОШЕЯ

Комунальний заклад “Вінницький лицей №4”



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

НАКАЗ

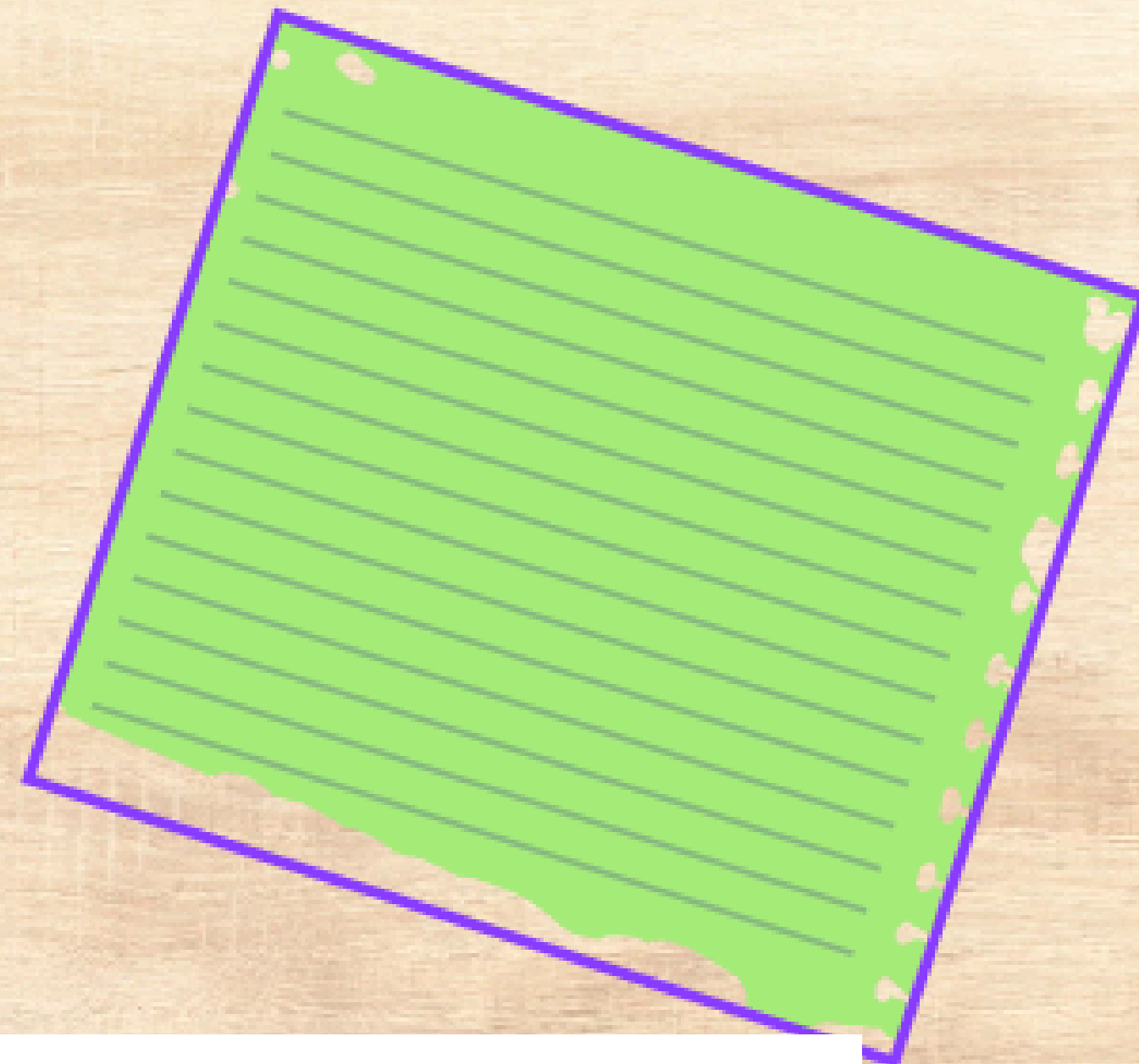
02.08.2024

м. Київ

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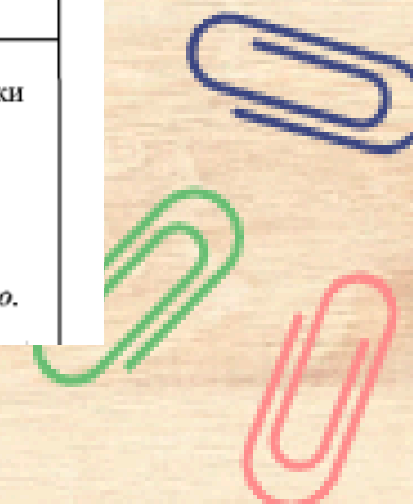
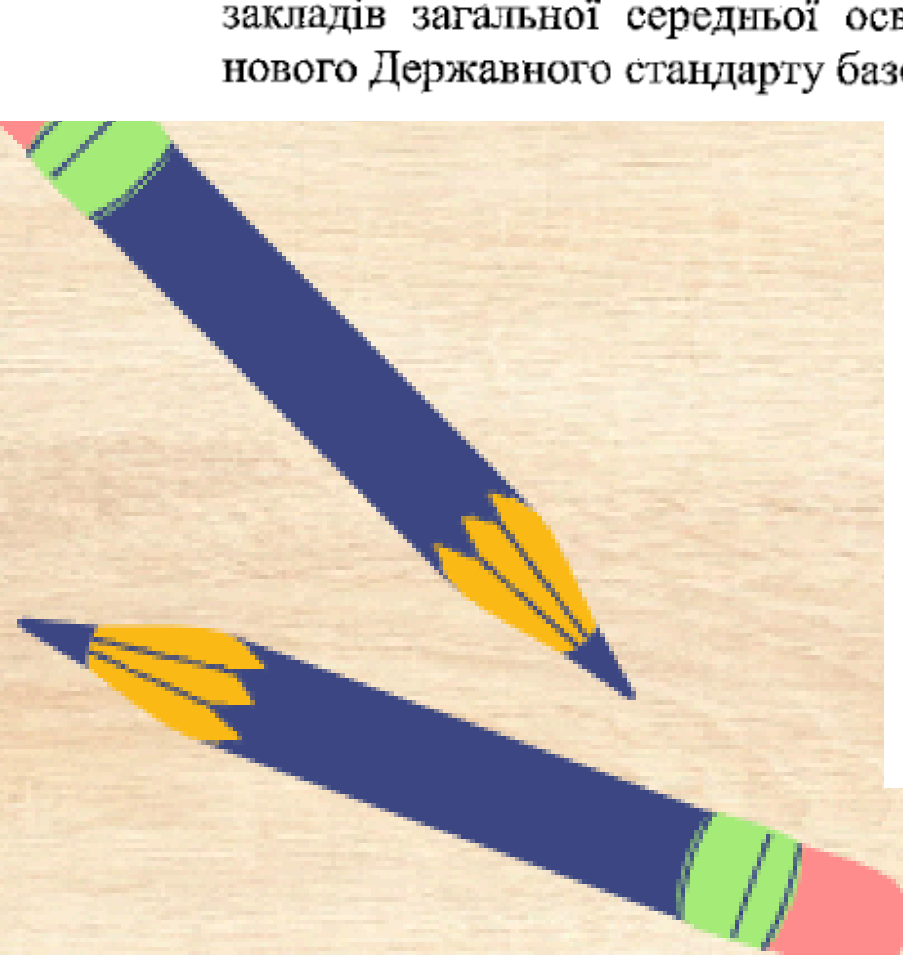
Про затвердження рекомендацій щодо оцінювання результатів навчання

Відповідно до пункту 8 статті 17 Закону України «Про повну загальну середню освіту», Державного стандарту базової середньої освіти, затвердженого постановою Кабінету Міністрів України від 30 вересня 2020 р. № 898, з метою організації оцінювання результатів навчання учнів 5 – 9 класів закладів загальної середньої освіти, які здобувають освіту відповідно до нового Державного стандарту базової середньої освіти,

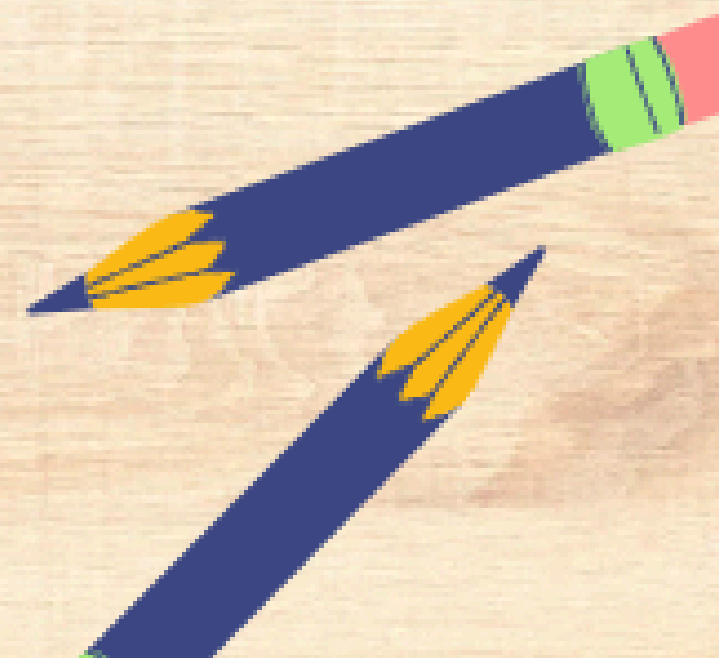
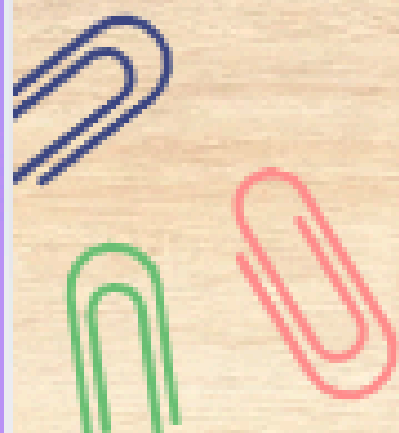
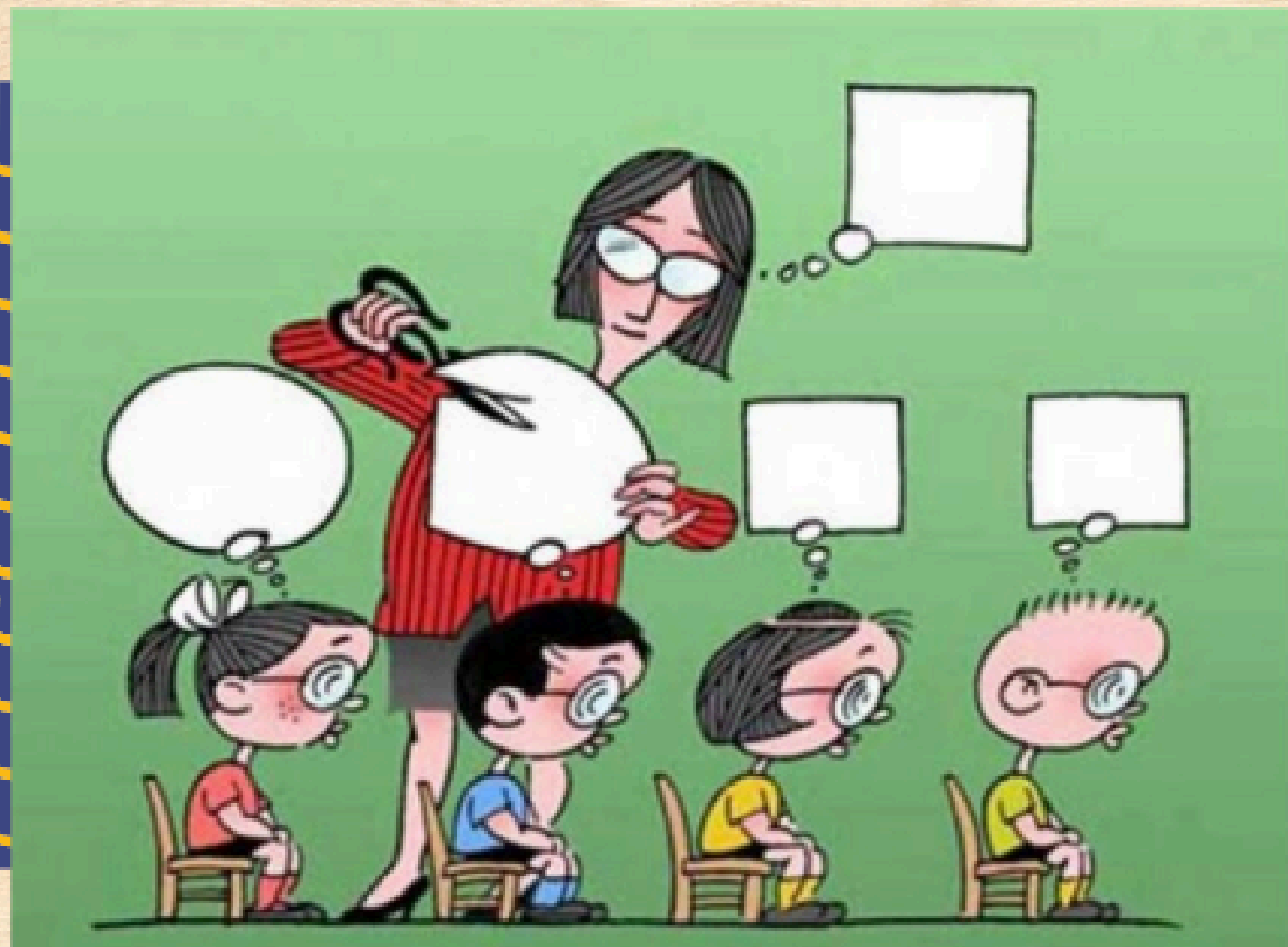


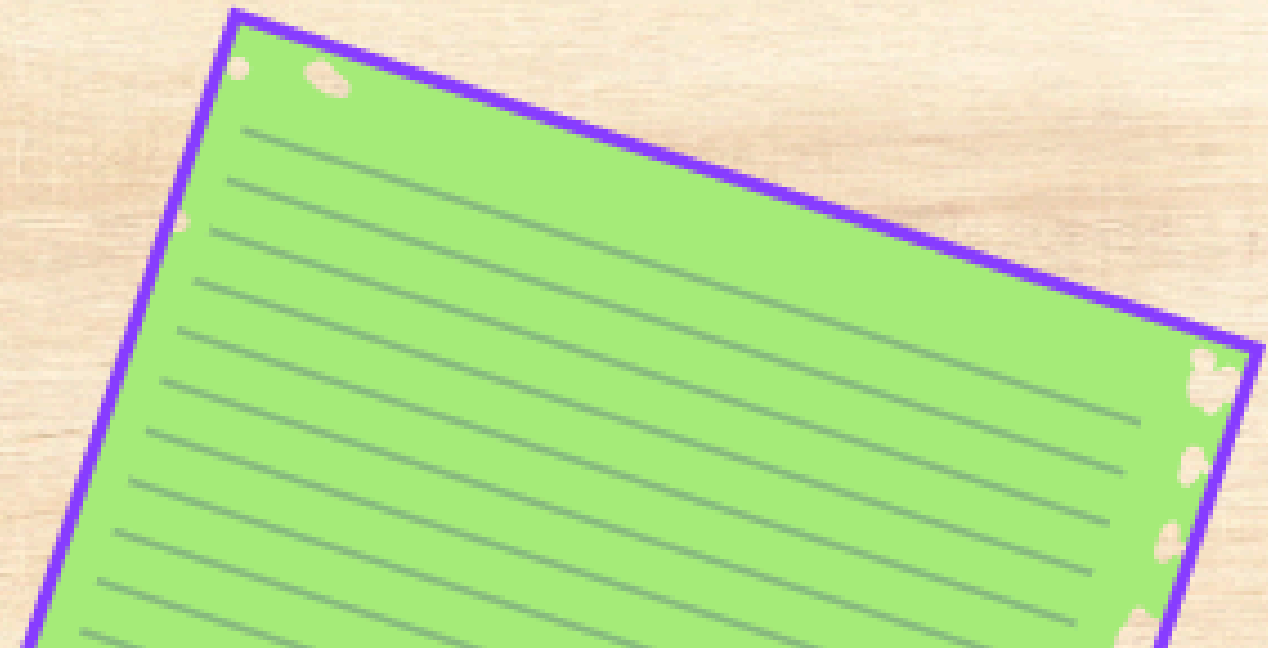
МОВНО-ЛІТЕРАТУРНА ОСВІТНЯ ГАЛУЗЬ ІНОЗЕМНІ МОВИ

Бал	ГАЛУЗЕВІ КРИТЕРІЇ		
	Група результатів 1. Сприйняття усної інформації та письмових текстів іноземною мовою в умовах безпосереднього та опосередкованого міжкультурного спілкування	Група результатів 2. Взаємодія з іншими особами в усній і письмовій формі та в режимі реального часу через засоби іноземної мови	Група результатів 3. Надання інформації, висловлювання думок, почуттів та ставлення іноземною мовою
1	<i>Цільовий слухач/читач не розуміє зміст висловлювання. Учень/учениця розуміє лише окремі ідеї прослуханого та прочитаного за наявності наочностей. Жодне завдання не виконано правильно.</i>	<i>Учень/учениця має значні складнощі з передавання основної думки під час усної, письмової та онлайн-взаємодії. Використовує окремі непов'язані фрази та словосполучення, намагається конструювати прості речення, але граматичні конструкції використовуються з помилками, які, однак не заважають сприйняттю інформації. Жодне завдання не виконано правильно.</i>	<i>Учень/учениця має значні складнощі з передавання основної думки письмових та усних висловлювань. Використовує окремі непов'язані фрази та словосполучення, намагається конструювати прості речення, але граматичні конструкції використовуються з помилками, які, однак не заважають сприйняттю інформації. Жодне завдання не виконано правильно.</i>

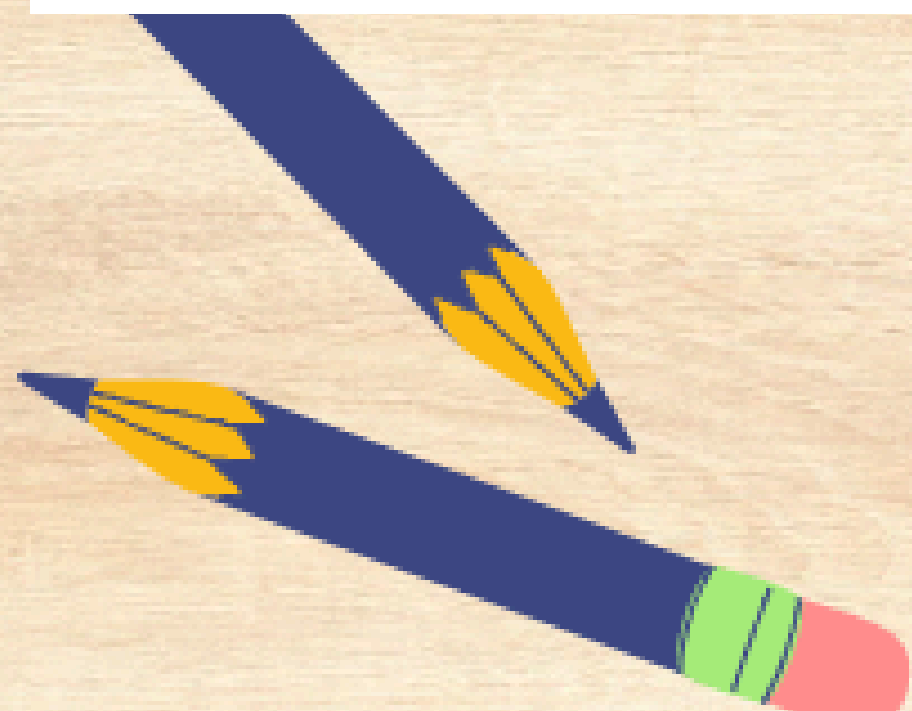


ФОРМУВАЛЬНЕ ОЦІНЮВАННЯ?





ГР 1	ГР 2	ГР 3	ГР 4
Сприймає усну інформацію на слух/Аудіювання	Усню взаємодіє та висловлюється/ Говоріння	Сприймає письмові тексти/ Читання	Письмово взаємодіє та висловлюється/ Письмо



4.6

Listening and Vocabulary

I can understand a listening text about film jobs.



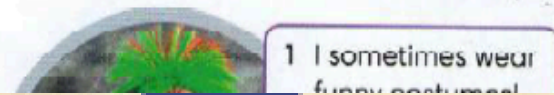
1 **2.37** Listen and repeat. Look at the picture. Match the film jobs to the people (A-G).

Vocabulary Film jobs

actor/actress cameraman/camerawoman
costume designer extra film director
make-up artist scriptwriter

A *scriptwriter*

2 What film jobs do these people have?



1 I sometimes wear funny costumes.

3 **Exam Spot** **2.38** Listen to Part 1 of an interview. Complete the sentences.

- The interviewer is in London.
- Lara Jackson is an _____ in an action film.
- It is Lara's _____ job on a film set.
- She is _____ years old.
- She's working on the new _____ film.

4 **2.39** Listen to Part 2. Circle true (T) or false (F). Correct the false sentences.

- Extras often speak in films. T / **F**
Extras don't usually speak in films.
- They never look at the camera. T / F
- Lara found the extras job online. T / F
- Extras can read books on the film set. T / F
- They can take photos of the stars. T / F

5 Would you like to be an extra? Why? / Why not?

6 Read the Vocabulary Builder. Can you think of more verbs that are followed by *for*, *at* and *about*?

Vocabulary Builder Verbs followed by a preposition

for: apply for, prepare for, wait for, revise for
at: shout at, smile at, laugh at
about: dream about, worry about, complain about

I've applied for jobs in lots of films.
The director shouts at you.
It's a job that I dream about.

3.6

Listening and Vocabulary

I can understand a listening text about sports equipment.

1 **2.17** Listen and repeat. Then label photos A-L with the words in the Vocabulary box.

Vocabulary Sports equipment

boots gloves goggles helmet
hockey stick ice skates rollerblades
skateboard skis snorkel mask
swimsuit tennis racket



4 **Exam Spot** Read the questions or c.

- What sports doesn't Rufus mention?
a school sports b extreme sports **c** water sports
- Rufus's friends think the sport is _____.
a dangerous b safe c cool
- Before Rufus jumps he feels _____.
a worried b excited c scared
- Rufus travels at the speed of _____.
a 200 km/h b 300 km/h c 1.300 km/h
- What's the most dangerous part?
a landing b jumping
c opening the parachute
- How old do you have to be to skydive?
a seventeen b eighteen c sixteen

5 **Exam Spot** Ask and answer in pairs.

- Have you ever tried an extreme sport?
- Would you like to try skydiving? Why? / Why not?

6 Read the Vocabulary Builder. Can you think of more compound nouns?

Vocabulary Builder Compound nouns

In English we often use a noun to describe another noun.
tennis racket hockey stick ice skates skateboard

7 Match a-f to 1-6.

- 1 **f** tennis a stop / ticket

ГР 1

Сприймає усну інформацію/на слух/Аудіювання

5.4

Communication I can talk about plans.

What are you up to?

Adam: What are you up to in the holidays, Zadie?
Zadie: I'm going to go to London with my band. We're going to give some concerts.
Adam: That sounds like fun.
Zadie: Yes, my dad's going to drive us, and we're going to go sightseeing too. I can't wait to go on the London Eye! How about you? Have you got any plans?
Adam: I'm going to stay with some friends in Manchester. We've got tickets to see Coldplay.
Zadie: Lucky you! That sounds amazing!
Adam: Yes, I'm really looking forward to it. Hey, can I have a go on your guitar?
Zadie: Sure. Can you play?
Adam: A little bit.
Zadie: Not bad! I know who to call if we need a new guitarist!



ГР 2

Усню взаємодіє та висловлюється/ Говоріння

4.4

Communication I can make and accept apologies.

It was an accident!

Bella: Here are your drinks ...
Zadie: Thanks.
Bella: ... my ice cream and your burger, Josh. Josh? Here's your burger and there's your drink.
Josh: Oh, thanks, Bella. I'm just doing a puzzle.
Bella: Josh, be careful! Your drink!
Zadie: Oh, no! My book! It's completely wet!
Josh: Oops - sorry, Zadie!
Zadie: Oh, no! And it's my favourite book! What a mess!
Josh: Don't be mad. I didn't mean to ...
Bella: Calm down, you two. It was an accident.
Zadie: You're right, Bella. It doesn't matter, Josh. Forget about it.
Josh: I'm sorry, Zadie. Really I am ... but can you help me with this puzzle? Thanks.
Bella: Josh! You've put ketchup all over my ice cream!
Josh: Oh dear! Sorry, Bella!
Zadie: Never mind, Bella. It was an accident!



- 1 2.32 2.32 Watch or listen and read. Where are Josh, Bella and Zadie? What is Josh doing? Why does he apologise to the girls?
- 2 2.33 Listen and repeat.

Communication Making and accepting apologies

Making apologies

Accepting apologies

- 4 Read the dialogues and circle the correct answer a, b or c.
 - 1 Girl: It's all my fault!
 Boy: a Oh dear. I'm really sorry.
 b Relax. It doesn't matter.
 c No, you didn't. Don't worry.
 - 2 Boy: I'm sorry I'm late, Mum.
 Mum: a Don't be mad.
 b Don't worry about it.

I can understand a text about a sports person.

Reading

3.5

Girl power

Profile: Rene Gangarosa

School: Brighton, USA

Age: 16



It's 7 a.m. and most teenagers are still in bed. But not Rene Gangarosa. She's already got up and she's had her breakfast. She's training with her lacrosse* team, and she's just scored a goal!

16-year-old Rene lives for sport: when she was three years old, she started judo. Then, when she was five, she competed in tennis matches. She won lots of tennis competitions. But Rene's favourite sport isn't lacrosse, judo or tennis. It's a sport that she plays with the boys ... Rene loves ice hockey!

Rene is really interested in ice hockey – she supports her local team and her favourite player is Jaromir Jagr. However, ice hockey is a difficult game for a girl. The boys are stronger than Rene. When Rene joined the team, they were worried – they didn't want to lose matches. But Rene has worked hard and today she's one of their best players!

Rene can compete in so many sports because her family help her. Her parents take her to lacrosse practice before school and to hockey practice after school. She's so busy that she hasn't got much time for homework! Rene does most of it at break times in school.

It's 10 p.m. now, and Rene has just finished an ice hockey match. She's very tired! Has she ever wanted to stop playing? No, she hasn't! This is the price of success and she wants to be the best!

1 **I know that!** Work in pairs. What sports words do you know? Which sports do you do?

2 **2.15** Look at the photos. Which sports can you see in the photos? Read and listen. Which photo shows Rene's favourite sport?

3 **Exam Spot** Read the text again and answer the questions.

I can understand a biography. Reading

Don't forget to be awesome!

John Green is a famous American author. Millions of teenagers have read his books, *The Fault in Our Stars* and *Paper Towns*, which are also Hollywood movies.

John was born in 1977 in Indianapolis, but he grew up in Orlando, Florida. He went to school there, but he didn't enjoy it. John was tall, thin and shy, and other students bullied him. Luckily, things changed when he went to college. John studied English and Religious Studies there. After he graduated, he worked at a children's hospital, and then he decided to become a writer.

John moved to Chicago and got a job at a magazine. He wrote book reviews and he also started to work on a novel, *Looking for Alaska*. The book was based on his high school experiences and it was a big success! In Chicago, John also met and fell in love with Sarah, a girl from his old school. They got married and had two children.

Teenagers love John's books because they're different. They aren't about fantasy worlds, they're about real teenagers who live in the real world. *The Fault in Our Stars* is about two teenage cancer patients; *Paper Towns* is about a boy who loves a girl, although he doesn't really know her.

John Green has come a long way from the quiet kid at school. He's written best-selling stories, he's won five awards, and over 30 million people have read his books! So what's his advice for teens? 'Just remember that sometimes, the way you think about a person isn't the way they actually are,' he says. Then he adds: 'And don't forget to be awesome!' What does that mean? Well – do your best!



1 Read the text quickly. Which of John Green's books:

- 1 are also Hollywood movies?
- 2 was his first novel?
- 3 is about sick teenagers?

2 **2.35** Listen and repeat. Then complete the sentences with the correct form of the words in the Vocabulary box.



ГР 3

Сприймає
письмові тексти/
Читання

Music Camp UK
Do you love music?
Then Music Camp
is for you!

- Work with top musicians!
- Learn to write songs!
- Listen to concerts every night!

Music

Drama Camp



- Drama, dance and more!
- Top coaches!
- Build your confidence!

Adventure Camp

- Whitewater rafting, mountain biking, and more...
- Join us this summer!



1 Read the advertisements. Which sounds the most interesting to you? Why?

2 Read Ryan's email. Which advertisement does he respond to?



1 Dear Sir/Madam,

I am thirteen years old and I am writing to find out more about your camp.

2 I would be grateful if you could answer a few questions. Firstly, how old do you have to be to go to the camp? I am going to be fourteen in July, and my mum and dad are happy for me to go to a camp on my own. Secondly, what will we do at the camp? I sing and play the guitar, and I am interested in learning how to record songs in a studio. Lastly, how much does the camp cost?

I look forward to hearing from you.

3 Yours faithfully,
Ryan Atkins

Formal language

When you write to a person that you don't know, use formal language, e.g.

- **full forms:** *I am writing ... , I am going ...*
- **formal expressions:** *I would be grateful ... , I look forward to...*
- **formal beginnings and endings:** *Dear Sir/Madam, Yours faithfully*

4 Read the box above. Copy and complete the table with the phrases in the box below.

Hi, James Love, Yours sincerely, Dear Mr Taylor, I would be grateful if you could ... Write soon, ...

ГР 4

Письмово
взаємодіє та
висловлюється/
Письмо

GUARDIANS OF THE GALAXY 2

REVIEW

1 *Guardians of the Galaxy Volume 2* is an **exciting** science fiction film. I've watched it three times, and I love it! It's **fantastic**!

2 In the film, the main character, Peter Quill, is looking for his father. A group of friends, including Baby Groot and Rocket, help him. They find his father and they also save the galaxy ... for the second time!

3 The film is very **funny**. I laughed at all the jokes, and the music is **great**! Sometimes the story is **silly**, but it's never **boring**. The special effects in the final scene are **amazing**!

4 All in all, *Guardians of the Galaxy* is a **really good** film. I totally recommend it!



4 Read the information in the box. Look at the adjectives highlighted in the review. Which are positive and which are negative?

Using a variety of adjectives.

The film is **great**. I laughed at the jokes, and the music is **great**. The special effects are **great**! ✗

The film is **funny**. I laughed at the jokes, and the music is **great**! The special effects are **amazing**! ✓

Positive: **exciting**, ...

Negative: **silly**, ...

1 Read the review of *Guardians of the Galaxy Volume 2*. Is the review positive or negative? Have you seen the film? Do you agree with the opinion?

2 Read the review again. Match a-d to paragraphs 1-4.




- a 4 Recommendation
- b Title and type of film
- c What I like / don't like
- d The story

5 Circle the correct answer.

- 1 The film was **exciting** / **boring**. I fell asleep!
- 2 The ending was **boring** / **funny**. It was a real surprise!
- 3 The story was quite **silly** / **great**. It was difficult to understand.



Жовт.							Лист.													
	ГР3	ГР2					Зош	Під	Під	Діаг.р.			ГР4		ГР4		ГР2		ГР4	
	14	15	18	21	22	25	Зош	ГР1	ГР2	4	5	8	11	12	15	18	19	22	25	
	10						10	10	10	10			11							
	10						10	11	11	11			12				12		9	
п/п	Н						10	10	10	10			10							ХВ
	11						10	10	10	10			12				12		10	
							9	8	9	9			8		12				6	
							11	10	11	11			12	п/п	12		п/п	п/п	8	
		8					10	11	11	11			11			Н	11		9	
ХВ		7					9	7	6	7					8	Н			10	

Поточне оцінювання за ГР

	4 листопада	25	⊕	Діагностична робота з теми	на 5 листопада	Повторити лексику та граматику
	5 листопада	26	⊕	Я хочу багато чого спробувати в своєму житті.	на 8 листопада	Виконати впр.5, 6 на ст.11 в WB
	8 листопада	27	⊕	Ми - переможці!	на 11 листопада	Підготувати міні-проект про свого найкращого друга

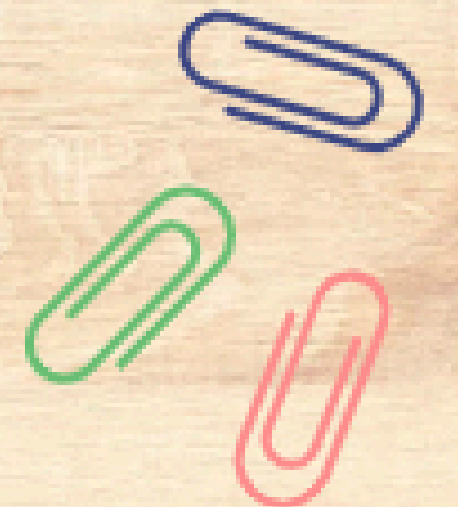
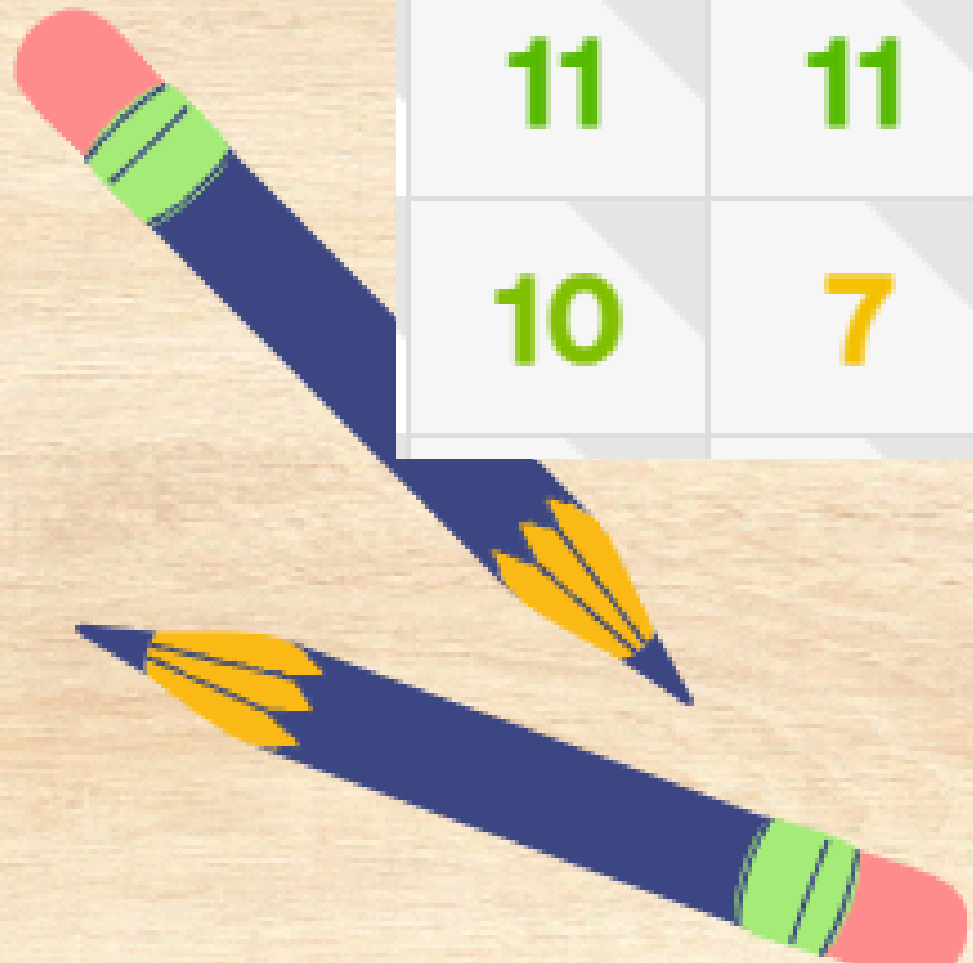
	Груд.			Груд.		
	Під	Під		Під	Під	
	ГР1	ГР3	2	ГР2	ГР4	4
	11	11	11	12	11	11
	11	12	11	12	9	11
	9	10	10	10	10	10
	7	4	6	8	8	8

Підсумкові контрольні роботи за семестр (з аудіювання, читання, говоріння та письма)

	2 грудня	49	+	Комплексна підсумкова робота (ГР1, ГР3)	на 4 грудня	аудіювання Підготуватись до комплексної контрольної роботи з говоріння та письма
	4 грудня	50	+	Комплексна контрольна робота (говоріння та письмо)	на 4 грудня	Повторити лексику та граматику

Сем	Сем	Сем	Сем	Сем	Ск
ГР1.С	ГР2.С	ГР3.С	ГР4.С	Сем	Ск
10	9	9	8	9	
7	6	6	7	7	
11	11	12	12	12	
10	7	10	9	9	

Виставлення
оцінок
засеместр



Дякую за увагу!

