

## WORKSHEET. MY PAINTING

|                           |        |                   |   |   |   |                    |    |    |       |
|---------------------------|--------|-------------------|---|---|---|--------------------|----|----|-------|
| SUBJECT: ENGLISH          | GRADE: | FG                | G | T | 1 | 2                  | 3  | 4  | DATE: |
|                           |        | 5                 | 6 | 7 | 8 | 9                  | 10 | 11 |       |
| STUDENT:                  |        | TEACHER:          |   |   |   |                    |    |    |       |
| Reading and Comprehension |        | Writing and Usage |   |   |   | Oral Communication |    |    |       |
| PERFORMANCE:              |        | PERFORMANCE:      |   |   |   | PERFORMANCE:       |    |    |       |

| Subject Competences       | LOW                                                                                                                                                                                                                                                                                                                                                                                                          | BASIC                                                                                              | HIGH                                                                                                | SUPERIOR                                                                                                  |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Reading and Comprehension | Select the purpose and main viewpoint of a text relating 1 statement with its respective evidence.                                                                                                                                                                                                                                                                                                           | Identify the purpose and main viewpoint of a text relating 2 statements to each piece of evidence. | Interpret the purpose and main viewpoint of a text relating 3 statements to each piece of evidence. | Demonstrate the purpose and main viewpoint of a text relating the 4 statements to each piece of evidence. |
| Writing and Usage         | <b>Notes to markers</b> <ul style="list-style-type: none"><li>• Use the marking scale on the next page.</li><li>• Award up to <b>5 marks</b> for each of the three criteria. Decide on a mark for Content, Organisation and Language <b>separately</b>. It is possible to award different marks for the different criteria.</li><li>• The maximum total mark for this question is <b>15 marks</b>.</li></ul> |                                                                                                    |                                                                                                     |                                                                                                           |
|                           | Content                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                    |                                                                                                     | 5                                                                                                         |
|                           | Organisation                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                    |                                                                                                     | 5                                                                                                         |
|                           | Language                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                    |                                                                                                     | 5                                                                                                         |
|                           | <b>[Total: 15]</b>                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                    |                                                                                                     |                                                                                                           |

|                           | Content                                               | Organisation                                                                            | Language                                                                                 |
|---------------------------|-------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 5                         | All three content points are fully covered.           | Text is well organised and coherent, using appropriate linking devices.                 | Language is sufficiently accurate for the message to be conveyed clearly.                |
| 4                         | All three content points are covered.                 | Performance shares features of the descriptors for 3 marks and 5 marks.                 | Performance shares features of the descriptors for 3 marks and 5 marks.                  |
| 3                         | Two content points are fully covered.                 | Most of the text is organised and coherent, using basic linking devices.                | Language errors mean the message is sometimes unclear.                                   |
| 2                         | Two content points are covered.                       | Performance shares features of the descriptors for 1 mark and 3 marks.                  | Performance shares features of the descriptors for 1 mark and 3 marks.                   |
| 1                         | One content point is covered or attempted.            | Some parts of the text are organised and linked, but text may lack overall coherence.   | Language errors make the message difficult to understand.                                |
| 0                         | Response is not relevant to the task.                 | Performance below 1 mark                                                                | Performance below 1 mark                                                                 |
| <b>Oral Communication</b> | Identify 3 or less possible answers of the questions. | Demonstrate the understanding of the audio answering 6 to 4 of the questions correctly. | Demonstrate the understanding of the audio answering 12 to 9 of the questions correctly. |
| <b>OBSERVATIONS</b>       |                                                       |                                                                                         |                                                                                          |

### READING AND COMPREHENSION

- Look at these statements **FOR** and **AGAINST** zoos:

| For                                                                   | Against                                                                                     |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Zoos educate the public.                                              | Animals suffer stress and boredom.                                                          |
| Zoos save endangered species.                                         | There can be overpopulation of some species, due to pressures to breed 'cute' baby animals. |
| Zoos have breeding programmes.                                        | Some zoos kill their surplus animals.                                                       |
| Visiting a zoo is a family activity.                                  | Zoos teach children that imprisoning animals for entertainment is acceptable.               |
| Seeing a live animal up close is a personal and memorable experience. | Animals suffer ill health and become unfit.                                                 |

- Read through the four pieces of evidence below, then match each piece of evidence to one of the arguments in the grid.

|                                                                                                                                                                                      |                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Evidence 1:</b> A study of UK zoos found that 75% of elephants were overweight and only 16% could walk normally, the remainder having various degrees of lameness.                | <b>Evidence 2:</b> Tigers and lions have around 18,000 times less space in zoos than they would have in the wild.                                             |
| <b>Evidence 3:</b> Only 23 amur leopards are left in the wild because of poaching and habitat destruction, and they're only being kept alive because of breeding programmes in zoos. | <b>Evidence 4:</b> At the Saint Louis Zoo, about 400,000 children and adults participate in formal programmes, including classes and Camp KangaZoo each year. |

|            |  |
|------------|--|
| Evidence 1 |  |
| Evidence 2 |  |
| Evidence 3 |  |
| Evidence 4 |  |

## WRITING AND USAGE

2. Draw a flyer in which you invite people to the school's next charity that will be in the digital magazine.
- ✓ Write a letter to your principal persuading her to support an endangered species in the school's next charity. (90-110 words)

**In your message you should:**

- Mention the reason for your interest in this cause.
- Which animal would be your favorite for giving help.
- Invite the principal to the school's charity

*(You need to plan your letter clearly. Organize your ideas into a clear order. You can also use suggested words and phrases from the bank below to help you)*

### **Persuasive words and phrases suggesting dangers**

catastrophe disaster tragedy emergency destroy  
decimate engulf erode close to extinction  
vulnerable defenceless

### **Persuasive words and phrases suggesting solutions**

glimmer of hope beacon lifeline citizenship  
stewardship responsibility restore care for  
nurture protect pledge life-saving committed

Write **45–65** words.

Write your message below.

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FT-GFE-09-V3

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### ORAL COMMUNICATION

3. Listen to the audio call "STONEHENGE" and answer the following questions:

1. Where is stonehenge?
2. What is stonehenge?
3. How old is stonehenge?
4. Name 2 of the various uses given to stonehenge:
5. The largest stones called sarsens measure up to  ft or  mts tall and weigh an average of ..
6. What are the smaller stones called?
7. Where do bluestones come from?
8. How much do bluestones weigh?
9. Some people believe the stones were rolled on .
10. Certain stones in the ancient circle line up with the midsummer  and the winter Solstice .

RESOURCE: <https://youtu.be/v3gM3I6cqck>