**TERM 3**

**SUMMATIVE ASSESSMENT TASKS**

**Summative assessment for the sixth unit “Tradition and languages”**

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| **Learning objectives** | 9.R5 deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.UE7 use a variety of simple perfect forms including some passive forms including time adverbials on a range of familiar general and curricular topics |
| **Assessment criteria** | Fulfill the tasks to demonstrate detailed understanding the textUse vocabulary from the textOrganize sentences, paragraphs and ideas logically using a variety of linking devices. |
| **Level of thinking skills** | Application Higher order thinking skills |
| **Duration** | 20 minutes |

**Reading**

**Task 1. Read the text.**

 **Morris dancing**

 If you ever visit an English village, make sure to look out for morris dancing. Undoubtedly one of the stranger traditions of English culture, morris dancing is a form of folk dancing that dates back to the 15th century. If you ever get the opportunity, you really have to see it.

 Men and women wearing old-fashioned, tattered clothing dance in the streets of towns and villages across the country during the holiday periods. Women wear long, frilly skirts and men wear short trousers with bells attached to them. They dance to traditional folk music which is often played on traditional musical instruments.

 Some groups carry heavy black sticks which they bash against each other while they dance. Other groups wave handkerchiefs in the air whilst they perform. The dances are usually performed near a pub so that when it’s over, the dancers and spectators can sing some traditional folk songs over a pint of beer. The festivities will often continue long into the night, by which point most people are too drunk to think about performing again!

 Morris dancing is a great English tradition but it’s facing a big crisis. As the years go by, fewer and fewer young people are joining morris dancing groups. The dancers are getting older and older and eventually, if nothing is done to change this trend, the tradition will die out within the next few decades.

 If you’ve ever had the fortune to see morris dancing, you may understand why teenagers aren’t rushing to sign up. Putting it bluntly, it’s not exactly the coolest thing for an 18-year-old to be doing! Why dress up in bells and funny costumes when you could be going clubbing? Or playing sport? Or doing anything else!?

 However, it would be a great shame to lose such a fun and vibrant part of England’s history and culture. It’s important to look after some traditions and customs especially when it’s something as harmless and happy as morris dancing. So here’s a toast to the next generation of would-be morris dancers! Let’s hope they don’t leave it too late!

**Read about a Morris dancing and choose a, b or с to complete the sentences.**

1. Morris dancing is…

1. traditional Russian dance.
2. a form of folk dancing.
3. a form of Kazakh dancing.

2. Morris dancing dates back …

1. to the 20th century.
2. to the 13th century.
3. to the 15th century.

3. Men and women wear…

1. old-fashioned, tattered clothing.
2. new-fashioned clothing.
3. Chanel’s clothing.

4. They…

1. dance in the streets of towns and villages.
2. draw in the streets of towns and villages.
3. chess in the streets of towns and villages.

5. Morris dancing…

1. is a great French tradition.
2. is a great Italian tradition.
3. is a great English tradition.

6. The dancers and spectators…

1. can read some traditional poems.
2. can sing some traditional folk songs.
3. can run in the streets till the morning.

**Writing**

**Task 2.**

**Some people think that cultural traditions may be destroyed when they are used as money-making attractions aimed at tourists. Others believe it is the only way to save these traditions. And how do you think? Write your opinion and thoughts.**

* **Think on both sides and give your opinion in your essay.**
* **You should write at least 110 words.**

**Use the following plan.**

Paragraph A: what you know about cultural traditions

Paragraph B: the problem

Paragraph C: actions that we can do

Paragraph D: conclusion

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| **Assessment criteria** | **Task** | **Descriptor** | **Mark** |
| **A learner** |
| Fulfill the tasks to demonstrate detailed understanding the textUse vocabulary from the text | 1 | writes: 1.ba form of folk dancing;  | 1 |
| writes: 2.cto the 15th century; | 1 |
| writes: 3.aold-fashioned, tattered clothing;  | 1 |
| writes: 4.adance in the streets of towns and villages; | 1 |
| writes: 5.cis a great English tradition; | 1 |
| writes:6.bcan sing some traditional folk songs; | 1 |
| Organize sentences, paragraphs and ideas logically using a variety of linking devices. | 2 | follows the structure of the essay; | 1 |
| uses proper topic related vocabulary and spells them accurately; | 1 |
| uses linking words to connect sentences into coherent paragraphs;  | 1 |
| uses grammatically correct sentences; | 1 |
| illustrates the ability to express ideas clearly. | 1 |
| Uses modal verbs; | 1 |
| **Total marks** | **12** |

Rubrics for providing information to parents on the results of Summative Assessment

for the unit **" Tradition and languages”"**

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

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| Assessment criteria | Level of learning achievements |
|  | Low | Middle | High |
| Fulfill the tasks to demonstrate detailed understanding the textUse vocabulary from the text | Experiences difficulties in finding particular facts and parts in reading passage. Completes the task mostly incorrectly.  | Experiences some difficulties in finding particular facts and parts in reading passage. Makes some mistakes in completing the task.  | Confidently finds particular facts and parts in reading passage. Completes the task correctly.  |
| Organize sentences, paragraphs and ideas logically using a variety of linking devices. | Lacks in writing a story based on the plan, has difficulties in conveying ideas clearly and logically, in using appropriate vocabulary, basic conjunctions and linking words, in using grammar (modal verbs).  | Makes some mistakes in writing a story based on the plan/ in presenting ideas logically and clearly/ in using appropriate vocabulary / grammar (modal verbs) / conjunctions and linking words. | Uses appropriate grammatical structures, vocabulary, basic conjunctions and linking words within the task set, ideas fulfill the requirements of the task.  |