

ENGLISH ACTIVITY

Teacher's name: María Concepción Gil Zamora

Course: 3rd year (PMAR2)

Title of the activity:

CREATE A DIGITAL BOOK

1. Learning standards

To describe people, objects and places
To point out the main events in an easy way
To use past tenses correctly
To use a digital book format
To upload the finished book to an "Assignment task"

2. Content

Past simple and past continuous
Description of people, objects and places
Description of a sequence of events

3. Wording of the activity

Create a story book from a digital template
Use past tenses

4. Description and procedure

Day 1:

- Sign up to <http://www.storyjumper.com/>
- Pick the type of book
- Watch the tutorial

Day 2:

- Follow the instructions
- Choose the text, props, scenes, photos, etc
- Write the story
- Add your voice (at home)

Day 3:

- Write five follow up questions for the other students
- Listen to your published book
- Put your book in the "Assignment task" of unit 5.

5. Timing

Third term. Three sessions of 55 minutes and some time at home

6. Grouping

In groups of three.

7. Descriptors used

- Utilizar diferentes herramientas de colaboración en línea para realizar trabajos cooperativos y en la producción de recursos, trabajos y proyectos
- Solucionar problemas sencillos relativos a la colaboración en línea
- Crear dibujos y diseños en distintas dimensiones

8. Rubrics

CATEGORY	4	3	2	1
Pronunciatio n	Excellent pronunciation Mispronunciatio n does not interfere with comprehension	Very good pronunciation Occasional mispronunciatio n does not interfere with comprehension	Mispronunciatio n at times interfere with comprehension	Mispronunciatio n prohibits comprehension
Vocabulary	Correct use of vocabulary, excellent variety of vocabulary	Correct use of vocabulary. Very good variety of vocabulary	Inconsistent accuracy of vocabulary, Good variety of vocabulary	Inaccurate use of vocabulary. Little or no variety of vocabulary
Script	Content is accurate and information is presented in a logical order	Content is accurate but some information is not presented in a logical order	Content is questionable and lacks logical order	Content is inaccurate and there is no logical order
Grammar	Can use the past simple and continuous forms all the time	Can use the right past simple and continuous forms most of the time	Can use the right past simple and continuous form in some cases	Can't use the right past simple and continuous forms
Follow-up questions	The student listened carefully to the story and answered all the questions	The student listened carefully to the story and answered most of the questions	The student listened carefully to the story and answered some of the questions	The student listened to the story and didn't answer the questions
Sequencing	Information is	Most information	Some	There is no

of Information	organized in a clear, logical way	is organized in a clear, logical way	information is logically sequenced	clear plan for the organization of information
Originality	The book shows considerably originality and inventiveness	The book shows some originality and inventiveness	The book shows an attempt at originality and inventiveness	The book shows is a copy of other people's ideas and/or graphics and shows very little attempt at original thought
Workload	The workload is divided and shared equally by all team members	The workload is divided and shared fairly by all team members	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work	The workload was not divided or several people in the group are viewed as not doing his/her fair share of the work