

ACTIVIDAD DEL DEPARTAMENTO DE INGLÉS

Teacher's Name: Olga Paniagua Garrido

Level: 4º ESO

Title of the activity: A Competition Entry (based on Unit 5, Collaborate 4º”
Cambridge University Press)

Learning Standards (objetivos evaluables)

To know how to describe a place.

To use vocabulary related to place description: place prepositions,
comparison and personal opinion

To write an article following the correct structure.

To know how to search for information from various sources and use it with
own words.

To state copyright

To create a vista on Mahara.

1. Content

Paragraph formation.

An opinion essay structure.

Writing and proofreading.

Using copyright conventions

2. Instructions:

1. Think of an incredible place you would like to visit.
2. Find out information about it and write down to reasons why it impressed you.
3. Share
4. Read your classmates' entry and vote for the best place

Checklist remember to include:

- a. Introduction
- b. General description of a place
- c. Detailed description of one part of the place
- d. The reason why the place should win.

3. Description and Procedure:

- a. Put students in pairs and ask them to go online and find out the basic facts about one famous place or landmark. Students will get a slip of paper with its name.
- b. They should give the following information in brief, just to get the idea of the structure:
 - Introductions: writer's feelings or connection to the place. (1 sentence)
 - General description of the place. (2 sentences)
 - Detailed description of one part of the place (2 sentences)
 - The reason why the place should win (1 sentence)
- c. They will present the information to the class and students will try to guess the place.
- d. Each student will have to write an entry using a view of Mahara to win the competition.
- e. The views will be published
- f. Peer correction: Each student will read two classmates' entries and correct them using the checklist:

Are there four paragraphs?
Have the writer stated the content sources and the source of the picture?
Is all the information included?:

 - ✓ Introduction: state the most incredible place you have visited.
 - ✓ Body paragraph 1: General Information
 - ✓ Body paragraph 2: Detailed description of one part of the place.
 - ✓ Conclusion: Your opinion why it should win

Which place do you think should win the competition?

4. Timing:

Second term. 3 sessions

5. Grouping:

Whole class work
Pair work
Individual work

6. Digital Competence Descriptors used:

- D.4.20_ Crear diversos artefactos digitales con fines de exposición de los contenidos generados
- D.4.22_ Cita las fuentes utilizadas correctamente
- D. 4.9: Usa una variedad de tecnologías digitales para comunicarse justificando la elección

7. Rúbrica

Rubric

<p>✕ Digital</p> <p>↓ Competence: Using free resources</p> <p>📄</p>	<p>None</p> <p>0 points</p> <p>✕</p>	<p>Free resources, does not state digital sources</p> <p>1 points</p> <p>✕</p>	<p>Free resources and states digital sources mentioning it and sharing url</p> <p>2 points</p> <p>✕</p>	<p>Add level</p>
<p>↑ ESSAY</p> <p>✕ ORGANIZATION</p> <p>↓</p> <p>📄</p>	<p>There is no clear introduction, structure or conclusion</p> <p>0 points</p> <p>✕</p>	<p>The introduction states the main topic and provides an overview of the topic. A conclusion is included. The general structure is organized, but with few ideas and few supporting arguments</p> <p>1 points</p> <p>✕</p>	<p>The introduction is inviting, states the main topic and provides an overview of the topic. Information is relevant and presented in a logical order. The conclusion is strong</p> <p>2 points</p> <p>✕</p>	<p>Add level</p>
<p>↑ PARAGRAPH</p> <p>✕</p> <p>↓</p> <p>📄</p>	<p>Clear and short Topic sentence. Two or more ideas with supporting ideas / examples. Closing sentence</p> <p>0 points</p> <p>✕</p>	<p>Long topic sentence. Two or more ideas with supporting ideas / examples.</p> <p>1 points</p> <p>✕</p>	<p>Clear and short Topic sentence. Two or more ideas with supporting ideas / examples. Closing sentence</p> <p>2 points</p> <p>✕</p>	<p>Add level</p>
<p>↑ GRAMMAR</p> <p>✕</p> <p>↓</p> <p>📄</p>	<p>Student makes numerous mistakes in basic grammar.</p> <p>0 points</p> <p>✕</p>	<p>Student uses different grammar structures. A few grammar mistakes.</p> <p>1 points</p> <p>✕</p>	<p>Student uses varied grammar structures. No/few mistakes in grammar.</p> <p>2 points</p> <p>✕</p>	<p>Add level</p>
<p>↑ SENTENCE</p> <p>✕ STRUCTURE AND LINKERS</p> <p>↓</p> <p>📄</p>	<p>Sentences sound awkward and are difficult to understand. The student makes errors in mechanics and punctuation. The whole sentence should be rewritten to be correct. No good command on linkers.</p> <p>0 points</p> <p>✕</p>	<p>Most sentences are well constructed, but they are sometimes too long and have a few errors in mechanics and punctuation. Student uses correct linkers.</p> <p>1 points</p> <p>✕</p>	<p>All/Most sentences are well constructed and have varied structure and length. Student avoids writing extra long sentences. Student uses varied linkers.</p> <p>2 points</p> <p>✕</p>	<p>Add level</p>
<p>↑ VOCABULARY</p> <p>✕</p> <p>📄</p>	<p>The student uses vivid words and phrases. The choice and placement of words seems accurate, natural and not forced.</p> <p>0 points</p> <p>✕</p>	<p>The authors uses words that communicate clearly, but the writing lacks variety. The choice and placement of words is inaccurate at times or/and seems overdone</p> <p>1 points</p> <p>✕</p>	<p>The student uses vivid words and phrases. The choice and placement of words seems accurate, natural and not forced.</p> <p>2 points</p> <p>✕</p>	<p>Add level</p>

ESSAY ORGANIZATION	There is no clear introduction, structure or conclusion 0 points	The introduction states the main topic and provides an overview of the topic. A conclusion is included. The general structure is organized, but with few ideas and few supporting arguments 1 points	The introduction is inviting, states the main topic and provides an overview of the topic. Information is relevant and presented in a logical order. The conclusion is strong 2 points
GRAMMAR	Student makes numerous mistakes in basic grammar. 0 points	Student uses different grammar structures. A few grammar mistakes. 1 points	Student uses varied grammar structures. No/few mistakes in grammar. 2 points
SENTENCE STRUCTURE AND LINKERS	Sentences sound awkward and are difficult to understand. The student makes errors in mechanics and punctuation. The whole sentence should be rewritten. No good command on linkers. 0 points	Most sentences are well constructed, but they are sometimes too long and have a few errors in mechanics and punctuation. Student uses correct linkers. 1 points	All/Most sentences are well constructed and have varied structure and length. Student avoids writing extra long sentences. Student uses varied linkers. 2 points
VOCABULARY	The student uses vivid words and phrases. The choice and placement of words seems accurate, natural and not forced. 0 points	The author uses words that communicate clearly, but the writing lacks variety. The choice and placement of words is inaccurate at times or/and seems overdone 1 points	The student uses vivid words and phrases. The choice and placement of words seems accurate, natural and not forced. 2 points
Digital Competence: Using free resources	None 0 points	Free resources, does not state sources 1 points	Free and states source mentioning it and sharing url 2 points
PARAGRAPH	Clear and short Topic sentence. Two or more ideas with supporting ideas / examples. Closing sentence 0 points	Long topic sentence. Two or more ideas with supporting ideas / examples. 1 points	Clear and short Topic sentence. Two or more ideas with supporting ideas / examples. Closing sentence 2 points

