

English Department Second term Project 2020 / 2021 - 6 marks

Assessed Project 2020-21 Term 2 Grade 6 General Level: 3.2

Lesson 1: Stimulus Stage

DICTIONARY - WARM UP

Your teacher will give one word to each group of four people. Decide which person is going to be person 1, 2, 3 and 4.

1st person - will look in the dictionary for the **meaning** of the word

2nd person - will look in the dictionary for the **part of speech** of the word

3rd person - will look in the dictionary for the **synonym** of the word

4th person - will make a **sentence** using the word

<https://www.collinsdictionary.com/dictionary/english-thesaurus/favourite>

<https://translate.google.com/>

words:	browsing	favorite	skyscraper	post office	map	highway
Meaning						
Part of speech						
Synonym =						
sentence						

Lesson 1: Stimulus Stage

CLASS SURVEY

Ask and answer questions in a class survey. Talk to 5 different classmates and write notes about their comments.

Follow your teacher's instructions.

QUESTIONS:	Favourite place	Why do you like it? Name 3:	I go with
What is your favourite place in your town or city to go with friends? Why is it your favourite place? Who do you go there with?			
What is your favourite place in your town or city when you want to eat something? Why is it your favourite place? Who do you go there with?			
What is your favourite place in your town or city to do some exercise? Why is it your favourite place? Who do you go there with?			
What is your favourite place in your town or city to go shopping? Why is it your favourite place? Who do you go there with?			
What is your favourite place in your town or city for special occasions? Why is it your favourite place? Who do you go there with?			

Lesson 2: The Short Writing Stage

What are your favourite places in your town or city?

Write about...

- the best place to visit with your friends
- your favourite place to eat
- the best way to get to these places fast

Write **at least 70** words.



Capitalize!



Capitalization Mints...

- ✓ Months
- ✓ The pronoun I
- ✓ Names
- ✓ Titles
- ✓ Start of Sentences

Sentences!



Subject-Verb Agreement

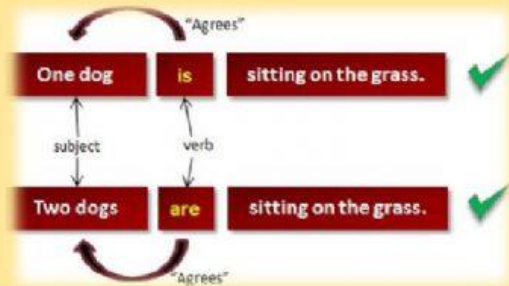


subject verb
Two dogs **are**
sitting on the grass.



subject verb
One dog **is**
sitting on the grass.

Sentences!



Lesson 3 / 4: The Revision Stage

Can you fix it?

1. fatima and i went to dubai.

2. my Mother said that I can't go to The cinema.

3. my teacher's Birthday Is In December.

4. we went To Italy last year.

5. Amna and her sister _____ at the salon.

is are

6. Mariam and Eman _____ want to see that movie.

doesn't don't

7. The principal _____ know my name.

doesn't don't

8. The lady with all the birds _____ on my street.

live lives



Find the punctuation mistakes

9. We hear a lot of Advice about foods that are 'good' for You and foods that are 'bad for You. the truth is that You can include most foods in Your diet as long as You get the balance right. to Get a balanced diet, There are several things You need to consider. First, You need to eat plenty of fruit and vegetables. Second, as teenagers, you're growing, so You need a lot of energy. This is why You also need to eat starchy Carbohydrates, like Bread, rice and pasta. Don't go for lots of sugar or fatty things, They do not give you the nutrients You need.

My story is about (Name of the Job)

Peer-assessment

My friends say that I am good at



I am good at: (circle one)

- ☐ writing full sentences
- ☐ using adjectives to describe things
- ☐ using full stops and capital letters



I will work harder at:

- ☐ writing full sentences
- ☐ using adjectives to describe things
- ☐ using full stops and capital letters



Self-assessment



I am good at: (circle one)

- ☐ writing full sentences
- ☐ using adjectives to describe things
- ☐ using full stops and capital letters



I will work harder at:

- ☐ writing full sentences
- ☐ using adjectives to describe things
- ☐ using full stops and capital letters

My best wishes of success



Level 4 Writing Assessment Criteria

Level 4	Planning and Development		Drafting and Improving		
	Planning Stage	First Draft	Second Draft		Finished Piece
	Planning	Drafting ideas into text	Range of lexis Use of language structures	Accuracy	Quality of final piece
Exemplary 3 Marks	<ul style="list-style-type: none"> Has fully engaged with the planning stage, showing strong effort to outline their ideas clearly, in a manner which is highly conducive to the creation of the writing text. 	<ul style="list-style-type: none"> First draft is a clearly presented short text of connected prose writing, with all ideas from the planning stage being developed adequately. 	<ul style="list-style-type: none"> The second draft shows full effort, taking on all feedback where necessary, to incorporate a range of topic-specific vocabulary and target basic language structures related to the content and/or language taught in class. 	<ul style="list-style-type: none"> The second draft has taken on all feedback where required, such that the final draft is predominately free of error (with scope for a few minor slips) in the three target areas of spelling, punctuation and grammar. 	<ul style="list-style-type: none"> Final submitted piece is a high-quality piece of writing for the level, with all ideas from planning or feedback well incorporated and developed.
	<ul style="list-style-type: none"> Shows some clear effort and engagement in the planning stage. Core ideas are highlighted but planning stage may be somewhat limited as the basis for developing ideas through writing. 	<ul style="list-style-type: none"> First draft shows effort to connect the ideas from the planning stage into a coherent text but some ideas are not fully developed or connected. 	<ul style="list-style-type: none"> The second draft shows effort to include more examples of target topic-specific vocabulary and/or basic language structures related to the content and/or language taught in class; however, this may be limited to a few examples or may only reflect one aspect of grammar/vocabulary. 	<ul style="list-style-type: none"> The second draft shows effort to attend to errors in the three areas of spelling, punctuation and grammar; however, there may still be a number of minor errors and/or a few distracting ones - potentially in one of the domains more so than others. 	<ul style="list-style-type: none"> Final submitted piece shows effort and is an adequate attempt at completing the task, with some (possibly not all) ideas from planning or feedback incorporated and developed.
	<ul style="list-style-type: none"> Little to no effort afforded to the planning stage. Whatever is evidenced is clearly inadequate as the basis for producing a text from. 	<ul style="list-style-type: none"> First draft is clearly inadequate as an attempt to connect ideas into a short, simple text. May simply be isolated and disconnected ideas/sentences. Any ideas from the planning stage are not adequately presented or developed. 	<ul style="list-style-type: none"> The second draft shows little to no effort to use basic language structures or topic-specific vocabulary despite instructions to improve; the lack of grammar and/or inadequate vocabulary is distracting and makes text difficult to understand. Second draft not submitted. 	<ul style="list-style-type: none"> The second draft shows little control over punctuation, grammar and spelling, with frequent errors making the text difficult to decipher, despite any instruction on areas to improve. Second draft not submitted. 	<ul style="list-style-type: none"> Final submitted piece shows little or no effort and is an inadequate attempt at completing the task, with few, if any, ideas from planning or feedback incorporated or developed.