



## English Department Second term Project 2020 / 2021 - 6 marks

### Assessed Project 2020-21 Term 2 Grade 5

# An Email to a Friend About an Exciting Trip

- Where are you going to go?
- What activities will you do there?
- What are you going to see?
- What will you eat?
- What will you need?



He is going to visit the desert.

Where is he going to visit?



They are going to go to Dubai.

Where are they going to go?



I'm going to go to sports camp.

Where are you going to go?



They are going to see the aquarium.

What are they going to do?



We are going to visit a safari park.

What are we going to do?



We are going to shop at the mall.

What are we going to do?

## Answer these questions:

Where are you going to go?

What activities will you do there?

What are you going to see? What will you eat?

What will you need?

Look at the picture and write down what is the man going to do  
Mr. Brown is going to .....( play – shop – travel .....)



<b>Saturday</b>	He is going to travel to Abu Dhabi on Saturday.
<b>Sunday</b>	
<b>Monday</b>	
<b>Tuesday</b>	
<b>Wednesday</b>	





Mr. James is going to .....( play – shop – travel .....)

Saturday	Sunday	Monday
		
Tuesday	Wednesday	
		
Saturday	He is going to play football on Saturday.	
Sunday		
Monday		
Tuesday		
Wednesday		

Tom and Gerry are going to .....( play – shop – travel .....)

Saturday	Sunday	Monday
		
Tuesday	Wednesday	
		
Saturday	They are going to visit the desert on Saturday.	
Sunday		
Monday		
Tuesday		
Wednesday		





Janet and Jane are going to .....( play – shop – travel .....)

Saturday	Sunday	Monday
		
Tuesday	Wednesday	
		

Saturday	They are going to visit the aquarium on Saturday.
Sunday	
Monday	
Tuesday	
Wednesday	



Mrs. Green is going to .....( play – shop – travel .....)




Saturday	Sunday	Monday
		
Tuesday	Wednesday	
		




Saturday	She is going to play tennis on Saturday.
Sunday	
Monday	
Tuesday	
Wednesday	



## An Email to a Friend About an Exciting Trip

Inbox









Q Search

(What is your greeting?)

(Why are you writing?)

(What activities will you do?)

(What will he/she need to bring?)

(Any other details?)

(How will you say goodbye?)



## Self-assessment



I am good at:

Not acceptable

Acceptable

Good

Very Good

Outstanding

Writing full sentences	Planning my ideas	Using correct punctuation and spelling	Writing in the future tense



I will work harder at:

Writing full sentences	Planning my ideas	Using correct punctuation and spelling	Writing in the future tense

My best wishes of success





### Level 3 Assessed Project Writing Criteria

Level 3	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
<b>Exemplary</b> 3 Marks	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>First draft clearly demonstrates significant effort to produce a series of neatly presented handwritten sentences, incorporating all relevant ideas from planning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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 four target areas of handwriting, spelling, punctuation and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Final submitted piece is a high-quality piece of writing for the level, with all ideas from planning or feedback well incorporated and developed.</li> </ul>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>First draft shows some effort to produce a series of neatly presented handwritten sentences, with occasional slips in presentation and most relevant ideas from the planning stage incorporated.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>The second draft shows effort to attend to errors in the four areas of handwriting, 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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
	<ul style="list-style-type: none"> <li>Little to no effort afforded to the planning stage. Whatever is evidenced is clearly inadequate as the basis for producing a text from.</li> </ul>	<ul style="list-style-type: none"> <li>First draft shows little to no effort to produce a series of neatly presented handwritten sentences, any ideas from the planning stage are not incorporated adequately.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Second draft not submitted</li> </ul>	<ul style="list-style-type: none"> <li>The second draft shows little control over handwriting, punctuation, grammar and spelling, with frequent errors making the text difficult to decipher, despite any instruction on areas to improve.</li> <li>Second draft not submitted</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>