

## Unit Plan

### ***Background***

Our school is a Band 1 EMI girls' school. We do have a couple of minority groups studying in our school. They are Indians or mix of Chinese and South East Asians. Some of them are proficient in English but some use English as their second language and cannot master the language so well. Some of our girls are motivated to read English books but not all of them have strong proficiency of the language. Many of them are rather weak in expressing the language in spoken form. They are lack of confidence in speaking English. Many of them do not have the family support in using the language. Some of the students have no interest in English language learning and think that the subject is rather boring or serious. However, since our school has the English Literature lessons starting from junior secondary one, students are used to reading some famous fictions. The target group I am trying to focus on is JS3, they are a group of average students. Some of them are rather weak learners of English as they lack of vocabularies and not very interested in reading difficult texts. When the girls were still in JS2, they had the experience of having drama competition and therefore they were used to a more active approach of learning. They had also experienced having collaborative learning as groups during English lessons. However, the groupings may not be according to their ability or interests.

### ***Rationale***

In this resource pack, I based on the textbook we used for the level and the topic I chose was the first unit to be introduced at the beginning of the term. Since our school do not have streaming classes anymore from JS2, all the classes are of mixed ability and the learner diversity within each class can be quite obvious. Although we do not have any students suffering from serious learning problems, we do have students with different learning styles and learning interests. Therefore, my pack focuses on varying the teaching materials as well as the assessment tasks to cater for the diversity in my class.

In teaching of vocabularies in this unit, I planned to have 4 different reading texts for groups of students sharing different ability. I group them according to their language ability and hope that they could gain more confidence in managing the reading tasks, especially for the weaker ones. Through this learning activity, linguistic intelligences as well as interpersonal intelligences can be enhanced. In the selection of materials for the reading texts, the four celebrities are all known to students and extra information on the web is also given for students' independent study when needed. This allows

students' intrapersonal intelligence to develop. Besides, some of the celebrities in the reading texts will be discussed in other units as well so that the knowledge learned will be recycled too. In completing the exercise, students have the chance to enhance their critical thinking skills as well as collaboration and communication skills while working in groups. I chose to adapt the vocabulary input for my students because they usually lack the variety of word choice in their writing.

As in one of the pre-tasks, students are required to complete a photo-essay as group work. Within the photo-essay, they have to introduce the group members to the class, including physical appearance, personality as well as their learning styles. Students may also exercise their different multiple intelligences by drawing their profile or designing the layout of the photo essay. They may even choose a song to represent their group. In this way, not only intrapersonal and linguistic intelligences are involved, but also spatial, musical and interpersonal intelligences. They also get an opportunity to exercise their creativity, collaboration and communication skills with others. In designing the layout of the photo essay, information technology skills will be reinforced too.

Apart from the vocabulary part, I also vary the assessment tasks to be done after the covering of the whole unit. Instead of asking every student to write an informal letter to a friend introducing their new neighbour, they have to base on a character in their reader used in the English Literature lessons (for weaker ones) or a character from a book they have read (for stronger ones). In this way, students do not only use the language items and vocabularies learned but also be prepared for the SBA tasks for next year's NSS curriculum. Peer editing and teachers' assessment based on assessment rubrics will be used. In completing the assessment, students will have to exercise their linguistic and intrapersonal intelligences. While peer-editing, students develop their critical thinking skills in evaluating each others' work.

When preparing this resource pack, I have tried varying some of the materials I used before and adapt different instructional strategies in order to cater for the learner diversity in my classroom. The planning and designing parts require time and efforts but I also found that teachers' awareness is very crucial in enhancing students' multiple intelligences even we do not encounter any students with severe learning difficulties. Within language classrooms of over 30 students, it is never easy to cope with students' growing diversity in ability as well as interests; it is therefore teachers' sensitivity and ability to adaptations that will promote effective learning.

### ***Objectives***

After the unit, students should be able to:

1. state some vocabularies to describe someone's appearance and personality
2. write a short description of their idol for a guessing game
3. identify different learning styles as well as their own
4. discuss their own profile with group mates
5. design a group photo essay about their group mates
6. use present tenses and stative verbs to describe a person
7. write an informal letter to a friend introducing their new neighbour

### ***Target Group***

The target group of this plan is JS3 students

### ***Materials used***

Upstream Level B1+(textbook)

Worksheets 1 – 8

Powerpoints about Multiple Intelligences

Appendices 1-3

### ***Topic***

People's character and appearance

### ***Concept / attitude enhanced:***

Appreciating one's quality or achievement instead of physical appearance

### ***Methods and Procedures***

#### ***Lead-in***

- Students do the quiz on p. 8 of the textbook and see what type of person they are.
- Students share their results with their partners and check the meaning of the adjectives used in the quiz.

#### ***Reading: \*Biographies of celebrities (Worksheet 1A-D)***

- Students form into groups of 4. Each group will be given a biography of a celebrity to read.
- They have to highlight the adjectives / phrases used to describe the person while reading (individual work).

- As a group, they have to answer the questions on the worksheet.
- Some groups are selected to reveal the answers of the questions.

**Vocabulary: Describing people's appearance & personality**

- Ts highlight the vocabularies used in the reading passages in describing the celebrity's appearance and personality.
- Ts revises the vocabularies used in junior forms in describing people's appearance with Ss
- Ts introduces the vocabularies / phrases listed in the textbook, p. 12-13

**Pre-writing task 1: Writing a description about your idol (Worksheet 2)**

- Students have to write a short paragraph describing their idol using the reading text of biography as a guide.
- The description will be collected and posted on the notice board in the classroom as a guessing game.
- Students will be given 2 days to make guesses; the one who can make the most guesses will be the winner.
- Students will also be asked to vote for the best description. (critical thinking skills)

**Vocabulary: Learning styles**

- Ss to choose a problem to solve and share with their partner the reason for their choice (Worksheet 3)
- Ts uses the 4 celebrities in the biographies in reading texts and asks Ss to discuss in groups who is the most intelligent and why
- Ts get the class feedback and introduces Multiple Intelligences (MI) (MI Ppt p. 2)
- Ss completes the matching activity of MI (Worksheet 4)
- Ts shows the answers (Ppt MI p. 3)
- Ss complete a checklist to find their MI (Worksheet 5)
- Ss share with their partner about what activities they like doing in English lessons (Worksheet 6)

**Pre-writing task 2: Photo essay of your group members (Group work)**

- Ss have to jot down information about their own descriptions (appearance, personality as well as learning style) (Worksheet 7)
- Ss get into groups of 4, share their information with other group mates, pay attention to the different learning styles they enjoy and how they prefer learning

English in an effective way.

- Ts introduce the example of a photo essay, emphasis would be put to the layout of the essay.
- As a group, Ss have to design and make a photo essay of their own group introducing their group members to their teacher, learning styles must be included. A song can be chosen to represent their group.
- The completed photo essays could be posted in the classroom as showcase of achievement
- Rubrics will be used for Ts to assess Ss' work (Appendix 1)

**Grammar: Present tenses & stative verbs**

- Ts revise the simple present tense and present continuous tense with students
- Ts compares the present perfect tense and present perfect continuous tenses
- Based on the biographies of the celebrities used in reading session, Ts introduces the use of stative verbs

**Assessment task: \*Writing a letter to a friend introducing a new neighbour**

- Students have to choose a character from a book they have read, weaker ones can choose one of the characters in the reader they use in English Literature class; stronger ones can choose any character from any book they have read.
- Ss Elicit the character's physical appearance, personality as well as other necessary information, for example his/her achievement, contributions, admiration, etc. (Worksheet 8)
- Ss suggest reasons why the character is chosen as their new neighbour and the relationship they expect to have with the new neighbour
- Ts introduces the format and language used in writing an informal letter to a friend.
- Assessment rubrics will be given to Ss so that they know what Ts is looking for in their writing (Appendix 2)
- Peer editing will be held after the completion of writing based on peer editing evaluation form. (Appendix 3)

**\* Two or more sets of instructional materials to cater for learners' diversity**

### ***References***

- Evans, V. & Dooley, J. (2006). *Upstream Level B1+*. Express Publishing.
- Armstrong, T. (2009). *Multiple Intelligences in the classroom* (3<sup>rd</sup> ed.) Va: ASCD.
- <http://www.teachingenglish.org.uk/try/lesson-plans/multiple-intelligences-what-are-you-good>
- <http://www.roalddahl.com/>
- <http://www.mrbean.co.uk/uk/>
- [http://en.wikipedia.org/wiki/Nick\\_Vujicic](http://en.wikipedia.org/wiki/Nick_Vujicic)
- <http://www.lifewithoutlimbs.org/about-nick>
- [http://en.wikipedia.org/wiki/Susan\\_Boyle](http://en.wikipedia.org/wiki/Susan_Boyle)
- [http://www.pbs.org/wnet/americanmasters/education/lesson27\\_organizer3.html](http://www.pbs.org/wnet/americanmasters/education/lesson27_organizer3.html)

## Worksheet 1A

Read the biography of the follow celebrity and complete the chart.

### Roald Dahl

Roald Dahl was born in Wales. His parents were Norwegian. He is the most successful and well-known children's writer. He got blue-grey eyes and greyish hair. He had very little hair but always wore a friendly smile. His slim figure and his glasses were best remembered by his readers. His love of yellow could be noticed from his writing hut as well as the pencils and writing paper used. He was a helpful and caring brother in the family. Since childhood, he already displayed his curiosity and creativity. He is a very courageous and energetic writer as he aimed at writing stories to make his readers laugh and feel excited. He is also a genius in playing around with words and inventing new words. You can easily find strange names in his books like *The BFG*, *The Twits*, etc.

#### Glossary

display (v) – show

curiosity (n) – interest to know about things

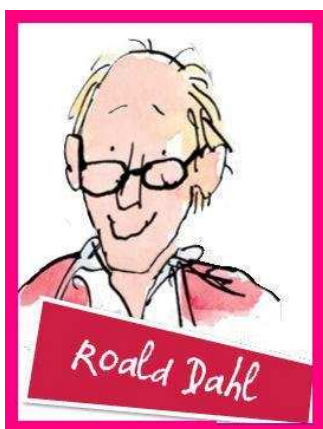
courageous (adj) – brave

genius (n) – sb who is very good at sth

Physical appearance:

Personality:

Achievement:



What you have learned / you admired the celebrity:

The copyright  
authors. We  
share the  
acknowled

## Worksheet 1B

Read the biography of the follow celebrity and complete the chart.

### Mr Bean

Mr Bean is a well-known British character. He has got short, brown hair. He is of average height and medium built. He may be in his mid-thirties and has a mole near his nose on his left cheek. He is usually seen in his brown jacket and a skinny red tie. He rarely speaks and when he does, he only mumbles a few words in a low-pitched voice. He is rather childish and selfish at times. Although he totally disregards others when solving problems, he is truly innocent and his unique solutions to problems bring humour to others. Some people think that he is a silly billy. It is his lovable and funny character who everyone would like to help out of his embarrassing situations that makes him a popular character among families.

#### Glossary

medium built (adj) – not a very strong body

mole (n) – a dark spot on the skin (痣)

mumble (v) – speak very softly but not clearly

disregard (v) – ignore / do not care about sth or sb

innocent (adj) – no experience / no knowledge of some areas of life (無知)

humour (n) – sth makes you laugh (幽默)

embarrassing (adj) – makes you feel shy / ashamed (尷尬)

Physical appearance:

Personality:

Achievement:

What you have learned / you admired the celebrity:



The top  
authors  
share the  
acknow



## Worksheet 1C

Read the biography of the follow celebrity and complete the chart.

### Nick Vujicic

Born limbless, missing both arms at shoulder level and legless, with only two toes on one foot, Nick Vujicic is a motivational speaker worldwide on life with a disability and hope. Despite his physical disability, he lived as a cheerful, smart little boy. He was the first disabled student being integrated into a mainstream school in Australia. In his schooldays, he once struggled with depression, loneliness and lost his self-confidence. However, with the encouragement of his parents, friends as well as his faith in God helped him realized his accomplishments in inspiring others and become grateful for his life. He later began to master the daily tasks and was more confident with the challenges he encountered in life. Establishing his non-profit organization, *Life Without Limbs*, at the age of seventeen, Nick passes his optimistic attitude towards life and perseverance to millions of others. People always depict him with as a youth with a warm and friendly smile, energetic and genuine personality.

#### Glossary

motivational (adj) – make people have a strong feeling  
inspiring (ger) – give sb a strong feeling of doing sth new  
grateful (adj) – thankful  
perseverance (n) – the quality of continuing with sth even though it is difficult

optimistic (adj) – positive  
depict (v) – portray / show  
genuine (adj) – true

Physical appearance:

Personality:



What you have learned / you  
admired the celebrity:

Achievement:

## Worksheet 1D

Read the biography of the follow celebrity and complete the chart.

### Susan Boyle

She is a Scottish singer who won the world's attention when she competed in a singing contest in Britain in 2009. She was once described as “ugly duckling” with her double chin, short, curly brown, unkempt hair and a plump figure. Her plain Jane, middle-aged look made the judges think it was impossible for her to fulfill her dream of being a professional singer. However, with her stunning voice and dedicated attitude towards singing, she demonstrated her internal “swaness” of character regardless of her frumpy appearance. While listening to her powerful voice, the judges rolled their eyes and the audience pulled incredulous faces. Despite having a reputation for modesty and propriety, her perseverance in singing and courageous act in achieving her dream proved the world that nothing is impossible. She was awarded for being the oldest person to reach number one with her debut album, “*I Dreamed a Dream*” in UK.

#### Glossary

unkempt (adj) –untidy

plain Jane (n) – ordinary, not very attractive female

stunning (adj) – shocking / surprising

frumpy (adj) – (her clothes are) dull and not fashionable

incredulous (adj) – unable to believe sth as it is shocking

reputation (n) –people think sb is good

modesty (n) – not being proud

propriety (n) – the quality of being socially & morally accepted

perseverance (n) – the quality of continuing with sth even though it is difficult

courageous (adj) - brave

Physical appearance:

Personality:

Achievement:



What you have learned / you admired the celebrity:




Worksheet 2

**Writing a description about your idol**

Using the reading text of the celebrity as a guide, write a short description of your idol. You have to include his / her physical appearance, personality, achievement as well as the reason(s) why you admire the person. The description will be posted on the notice board as a guessing game.

*Idea organizer*

|                      |                  |  |
|----------------------|------------------|--|
| Physical appearance: | <b>Your idol</b> | Personality:                                       |
| Achievement:         |                  | What you have learned / you admired the celebrity: |

|  |   |
|--|---|
| Name: _____                              |   |
| Class: _____ ( )                         |   |
| <b>An attractive title / name</b>        |   |
| <b>Description of your idol</b>          |  |
| <i>The answer: the name of your idol</i> |   |



Worksheet 3

A) Choose one of the problems to solve. Write down the answer below.



|   |  |   |
|---|--|---|
| <p><b>Problem A</b></p> <p>My 1<sup>st</sup> is in <b>bug</b> but not in <b>rug</b><br/>         My 2<sup>nd</sup> is in <b>please</b> but not in <b>peas</b><br/>         My 3<sup>rd</sup> is in <b>shut</b> but not in <b>shot</b><br/>         My 4<sup>th</sup> is in <b>one</b> but not in <b>two</b></p> <p>When you find me, I will be <b>sad</b></p> | <p><b>Problem B</b></p> <p>Your two best friends are very unhappy. They both like you very much but they don't like each other.</p> <p><b>How can you help them?</b></p> | <p><b>Problem C</b></p> <p><b>1 3 7 15 31 ?</b></p> |
|---|--|---|

Answers:

|                  |                  |                  |
|------------------|------------------|------------------|
| <p>Problem A</p> | <p>Problem B</p> | <p>Problem C</p> |
|------------------|------------------|------------------|

Share with your partner which problem you chose and why.

B) Among the four celebrities we have learned, Roald Dahl, Mr Bean, Nick Vujici and Susan Boyle, who do you think is the most intelligent? Why?

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Worksheet 4

**Multiple Intelligences**

Match the definition to Dr Gardner's intelligences. One has been done for you.

| Intelligence       |  | Good at . . .  |   |
|--------------------|--|--|---|
| Linguistic         |  | Controlling the body and handling objects                        |    |
| Spatial            |  | Being sensitive to feelings of others and responding well        |    |
| Bodily-kinesthetic |  | Understanding our own feelings and controlling our own behaviour |    |
| Interpersonal      |  | Being sensitive to words and sounds and the use of language      |   |
| Intrapersonal      |  | Recognizing and classifying flora and fauna                      |  |
| Logical-mathematic |  | Hearing and making sounds and rhythm in music                    |  |
| Musical            |  | Understanding the visual world and responding well to it         |  |
| Naturalist         |  | Seeing number patterns and following an argument                 |  |

## Worksheet 5

### **What is your learning style?**

Complete the quiz and see which intelligences you are strongest in. Give a mark to each item: *If you are very good at the activity, put 4.*

*If you are ok, but nothing special, put 2.*

*If you are no good at that activity, put 0.*

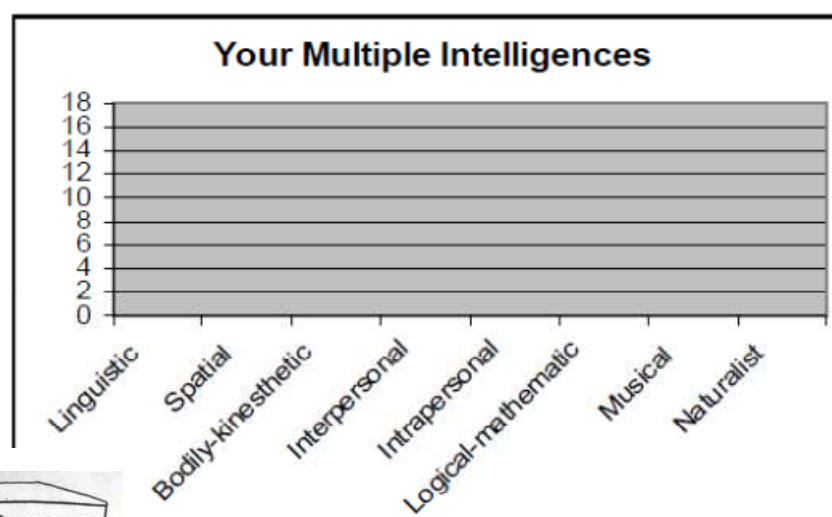


|              |  |                  |
|--------------|--|------------------|
| <b>A</b>     | <b>Linguistic intelligence</b>         | <b>4, 2 or 0</b> |
| 1            | telling jokes and stories              |                  |
| 2            | remembering people's names             |                  |
| 3            | saying tongue twisters                 |                  |
| 4            | learning vocabulary                    |                  |
| <b>Total</b> |  |                  |
| <b>B</b>     | <b>Spatial intelligence</b>            |                  |
| 1            | reading maps                           |                  |
| 2            | drawing                                |                  |
| 3            | learning from films and pictures       |                  |
| 4            | doing jigsaw puzzles                   |                  |
| <b>Total</b> |  |                  |
| <b>C</b>     | <b>Bodily-kinesthetic intelligence</b> |                  |
| 1            | copying other people's actions         |                  |
| 2            | sewing                                 |                  |
| 3            | making things from paper or wood       |                  |
| 4            | doing sports                           |                  |
| <b>Total</b> |  |                  |
| <b>D</b>     | <b>Interpersonal intelligence</b>      |                  |
| 1            | leading meetings and games             |                  |
| 2            | helping my friends                     |                  |
| 3            | listening to other people's problems   |                  |
| 4            | having lots of friends                 |                  |
| <b>Total</b> |  |                  |
| <b>E</b>     | <b>Intrapersonal intelligence</b>      |                  |
| 1            | studying alone in the library          |                  |
| 2            | spending time on my own                |                  |
| 3            | being individual                       |                  |
| 4            | learning from my mistakes              |                  |
| <b>Total</b> |  |                  |

|              |  |  |
|--------------|--|--|
| <b>F</b>     | <b>Logical-mathematic Intelligence</b> |  |
| 1            | doing maths in my head                 |  |
| 2            | playing chess                          |  |
| 3            | playing number games                   |  |
| 4            | asking questions about how things work |  |
| <b>Total</b> |  |  |
| <b>G</b>     | <b>Musical intelligence</b>            |  |
| 1            | humming tunes                          |  |
| 2            | singing                                |  |
| 3            | playing a musical instrument           |  |
| 4            | tapping rhythmically                   |  |
| <b>Total</b> |  |  |
| <b>H</b>     | <b>Naturalist intelligence</b>         |  |
| 1            | doing experiments in nature            |  |
| 2            | learning about nature                  |  |
| 3            | recognising different types of things  |  |
| 4            | sorting things into groups             |  |
| <b>Total</b> |  |  |

Look at your results. Put them on this graph. Higher numbers show intelligences you are stronger in, lower numbers show ones you are weaker in.

Show your results to your partner. Talk about them.



How is your partner different from you?

Are you surprised by your results?

Which intelligences have you used in this lesson?

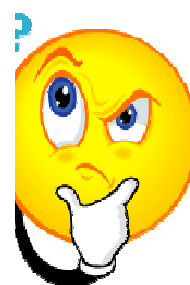


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## Worksheet 6

### How can you learn English more effectively?

What activities do you like doing in English class?  
Does this match your intelligence chart?  
Talk to your partner.



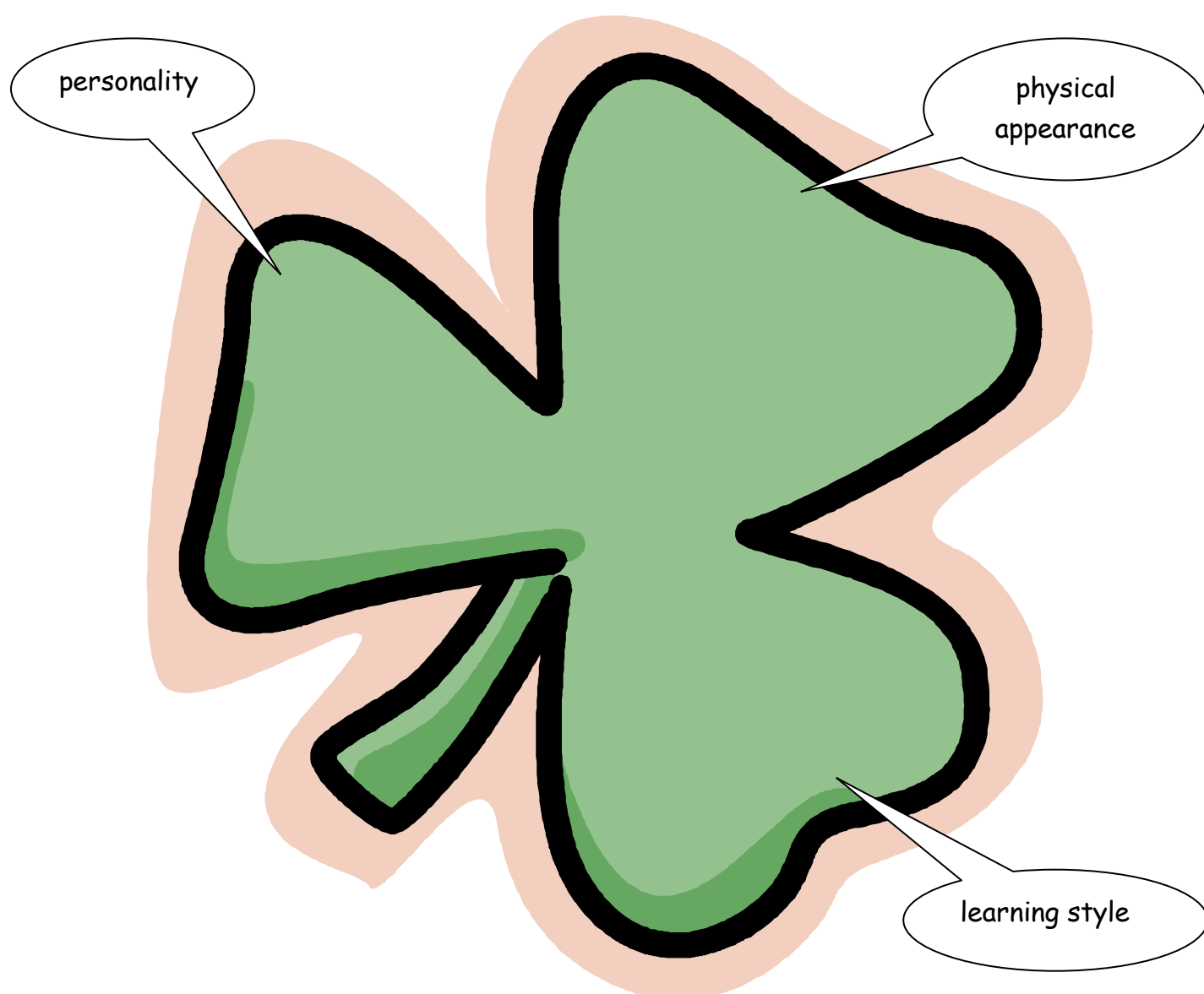


Worksheet 7

**Preparation for the Group Photo Essay**

Record down the description of your physical appearance, personality and learning style below.

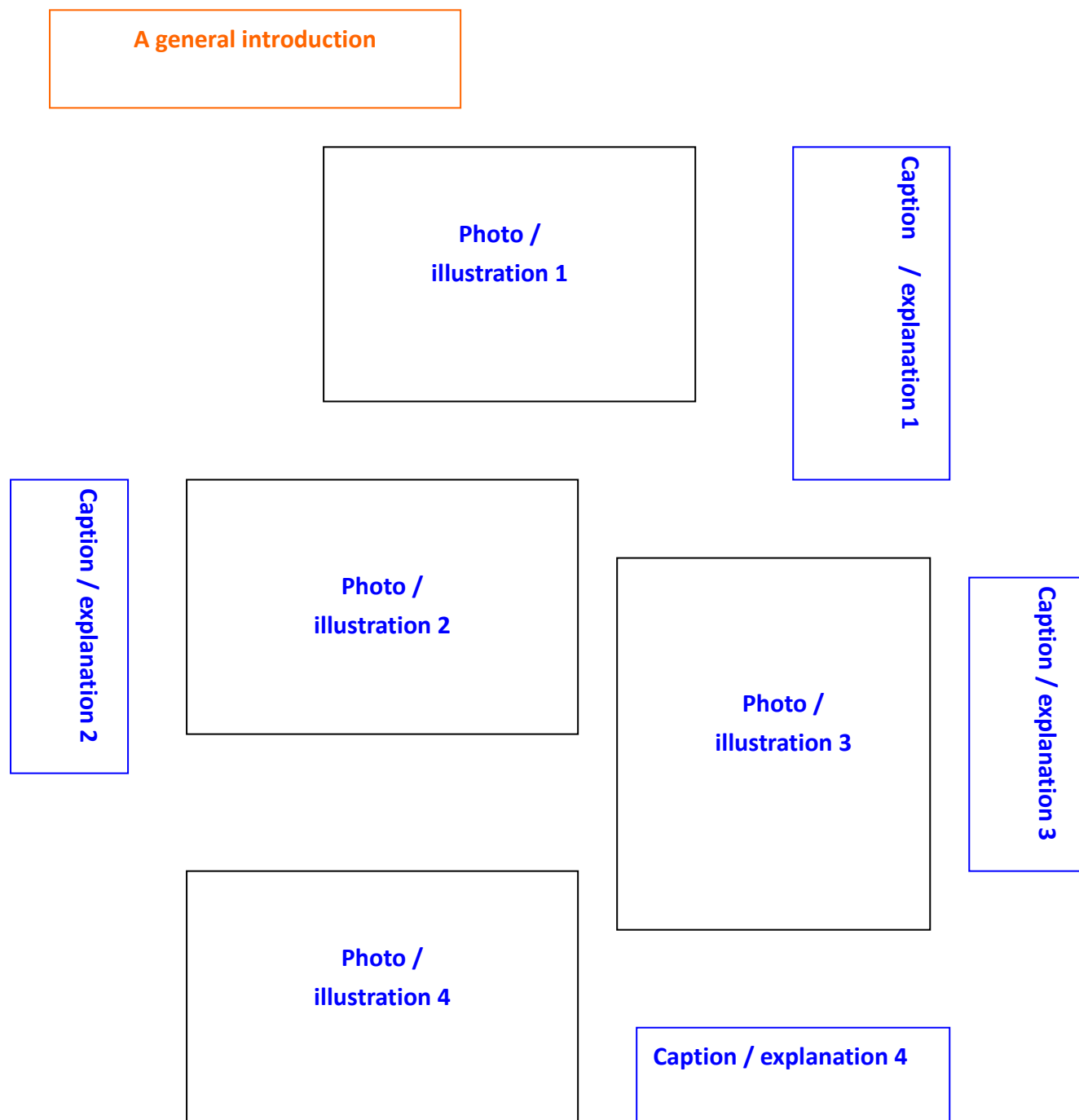
## About ME



### **Suggested layout of a photo essay**

Below is just a suggested layout, do exercise the creativity and spatial intelligence you have in the design.

**The name of your group / a song to represent your group**



Some examples:

<http://www.unicef.org/photoessays/index-pe.html>

<http://photophilanthropy.org/gallery-posts/a-bridge-between-two-worlds/>

### Assessment rubrics for photo essay

Group Name: \_\_\_\_\_

#### *photos*

| Requirements   | Points Available | Points Earned |
|--|------------------|---------------|
| Does the presentation have a minimum of 4 photographs?                           | 5                |               |
| Can the photos / illustrations help the reader to understand the members better? | 5                |               |
| Are all of the photographs mounted or scanned in a logical and aesthetic manner? | 10               |               |

#### *Essay*

| Requirements   | Points Available | Points Earned |
|--|------------------|---------------|
| Effective narrative in introducing the members including their physical appearance, personality and learning styles? | 20               |               |
| Grammar and spelling   | 10               |               |
| At least one paragraph per photo, does the paragraph fully explain the choice of the photo in the essay?             | 10               |               |

**Total:** \_\_\_\_\_

Adapted from:

[http://www.pbs.org/wnet/americanmasters/education/lesson27\\_organizer3.html](http://www.pbs.org/wnet/americanmasters/education/lesson27_organizer3.html)



Worksheet 8A

**Writing Task (for the stronger students)**

**Task** : Writing a letter to a friend introducing a new neighbour based on a character from the book you have read.  
(250 – 280 words)

**Genre** : Informal letter

**Tone** : - Be friendly and casual.  
- Be appreciative and encouraging

**Reference:**

Revise the layout of a letter [http://readwritethink.org/materials/letter\\_generator/](http://readwritethink.org/materials/letter_generator/)

**Macrostructure**

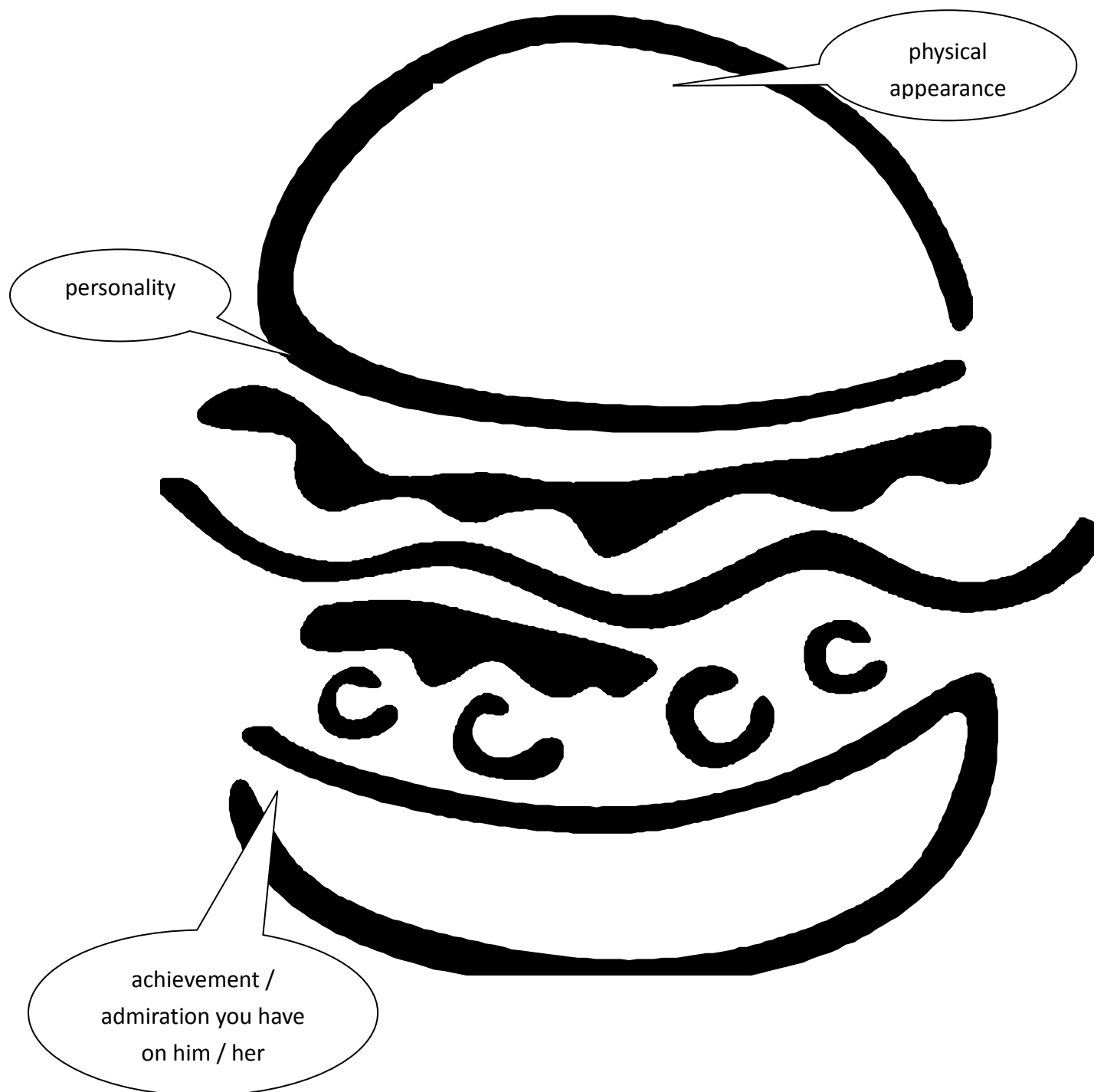
1. It should be addressed to your best friend.
2. First paragraph: Introduce to your friend the new neighbour you have. Briefly mention his / her nationality, physical appearance, personality, occupation, etc.
3. Body: Describe the neighbour in greater detail, including whether you like him/her to be your neighbour, what you admire your new neighbour, what you expect your relationship will become. You may also talk about how your family treats your new neighbour.
4. Express your opinion and feelings towards the new neighbour.

**Grammar items:**

1. Present tenses
2. stative verbs
3. a variety of adjectives or phrases to describe people's physical appearance, personality and achievement

### Introducing your new neighbour

Fill in the information based on the book you have read.



What you can learn from the character?

What makes him / her your good / poor neighbour?

Would you like to be his / her neighbour in the future?

How does your family think about the new neighbour?

Worksheet 8B

**Writing Task (for the weaker students)**

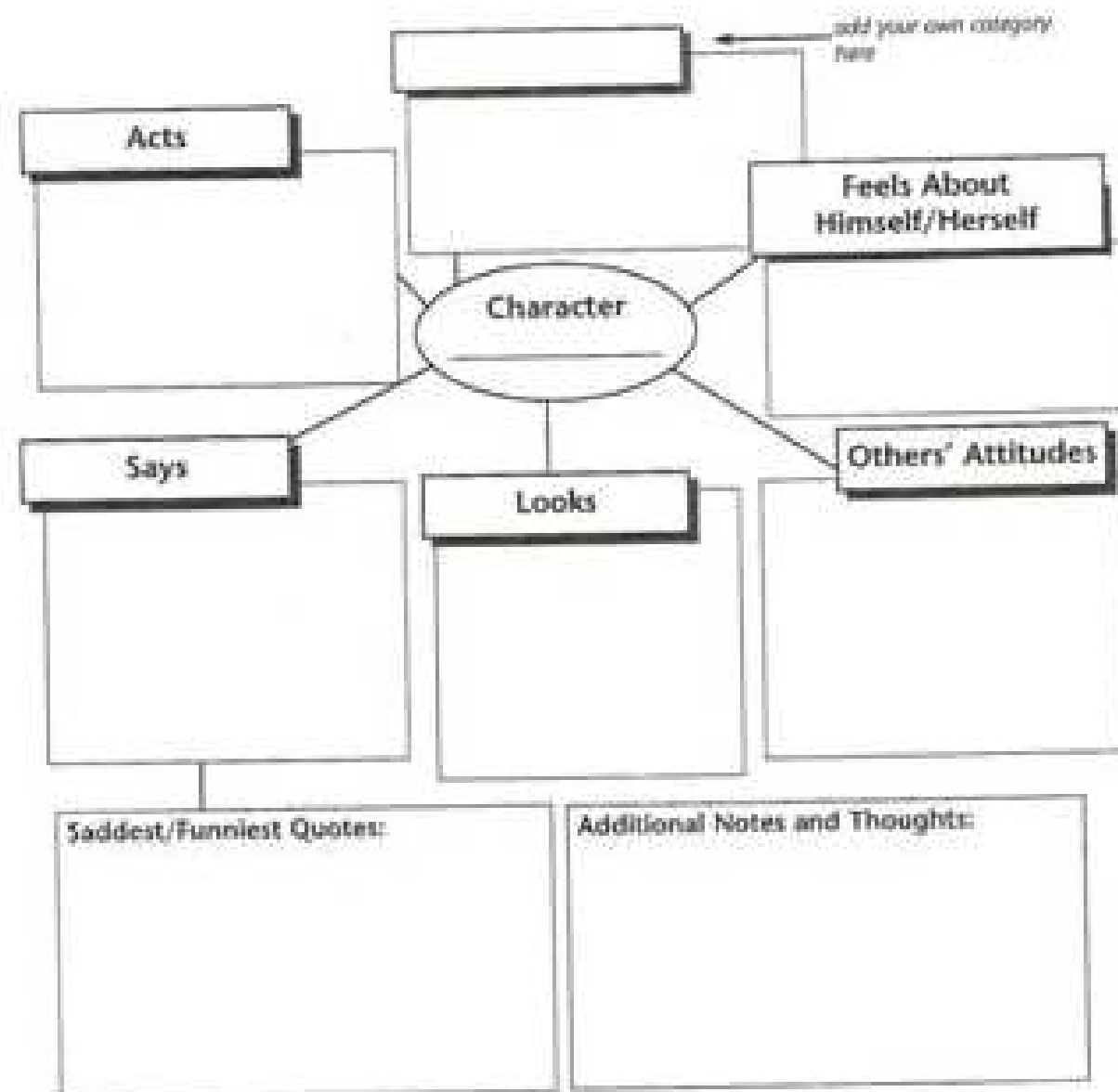
**Task** : Writing a letter to a friend introducing a new neighbour based on a character from the reader you have used in English Literature lessons.  
(250 – 280 words)

**Genre** : Informal letter

**Tone** : - Be friendly and casual.  
- Be appreciative and encouraging

**Preparation for the content**

Choose a character from the reader you used in English Literature lessons. Fill in the information below as preparation for your writing.



### Reference:

The layout of an informal letter

<http://pbskids.org/arthur/games/letterwriter/letter.html>

Dearest Irene,

salutation

How's your life? I think you must be very busy with your schoolwork as you have just arrived in Canada. How's your new school life? I bet it must

introduction



be far more interesting than in Hong Kong.

main body

I'm in JS3A class this year. We've quite a lot of friends in this class. I'm lucky to have them going lunch with me. Almost all the teachers remind us that we have to work hard this year for NSS. I'm afraid I'll have to put much time in revising.

So much for now, jot me a few lines when you're free.

ending

Cheers,

closing

your name

Tiffany

### Use of language:

1. Informal use of language: I'm / he's ,etc can be used
2. Suitable opening: How are you? / I hope this note finds you well.
2. Appropriate endings: write back when you free, write back soon, wish you all the best, etc.
3. Suitable closings are: Best wishes, Love, Take care, All the best, Yours, Truly, etc.

## Macrostructure

Dear

### **(opening)**

My new neighbour is \_\_\_\_\_. He / She comes from \_\_\_\_\_. He / She got \_\_\_\_\_ and has \_\_\_\_\_. He / She works as ...  
**(name, nationality, physical appearance, personality, occupation, etc.)**

I was excited when I knew that he/ she would be my neighbour. Since he / she moved in, I think / feel that ... **(give more details about how well / bad your neighbour behaves, how is your relationship with the person, what you expect to learn / appreciate him / her, etc.)**

My family and I are happy / disappointed of having \_\_\_\_\_ as our neighbour. We hope that ... **(whether you like to have the person as your neighbour, what you expect your relationship will be, how your family treat the person, etc.)**

(ending)

(closing)

(your name)

## Grammar items:

1. Present tenses
2. stative verbs
3. a variety of adjectives or phrases to describe people's physical appearance, personality and achievement (from the reading texts, textbook and the extra vocabulary list below)

## Appendix 1

### Assessment rubrics for photo essay *photos*

Group Name: \_\_\_\_\_

| Requirements   | Points Available | Points Earned |
|--|------------------|---------------|
| Does the presentation have a minimum of 4 photographs?                           | 5                |               |
| Can the photos / illustrations help the reader to understand the members better? | 5                |               |
| Are all of the photographs mounted or scanned in a logical and aesthetic manner? | 10               |               |

### *Essay*

| Requirements   | Points Available | Points Earned |
|--|------------------|---------------|
| Effective narrative in introducing the members including their physical appearance, personality and learning styles? | 20               |               |
| Grammar and spelling   | 10               |               |
| At least one paragraph per photo, does the paragraph fully explain the choice of the photo in the essay?             | 10               |               |

**Total:** \_\_\_\_\_

Adapted from:

[http://www.pbs.org/wnet/americanmasters/education/lesson27\\_organizer3.html](http://www.pbs.org/wnet/americanmasters/education/lesson27_organizer3.html)



## Appendix 2

### Teachers' assessment rubric for the writing task

| CATEGORY                             | 4   | 3   | 2  | 1  |
|--------------------------------------|---|---|--|--|
| <b>Content: FOCUS</b>                | Topic/subject is clear, and it is explicitly stated.  | Topic/subject is generally clear though it may not be explicitly stated.  | Topic/subject may be vague.  | Topic/subject is unclear or confusing.   |
| <b>Content: ORGANIZATION</b>         | Paragraphs formed with the main ideas and supporting ideas. Ideas are organized in a logical progression    | General paragraph formed (may be missing concluding sentence). There is a logical progression and is reasonably complete, although minor lapses may be present. | Ideas are not formed in paragraphs. May be brief writing. One or more major lapses in the logical progression of ideas/events are evident. | Few sentences, may not be on same topic. The overall structure is incomplete or confusing. Ideas/events are presented in a random fashion. |
| <b>Content: STYLE – Vocabulary</b>   | Exhibits skillful use of adjectives in descriptive writing. Mature word choice. Excellent descriptive lang. | Exhibits reasonable use of vocabulary that is precise and purposeful. Uses typical 3 <sup>rd</sup> grade descriptive lang.                                      | Exhibits minimal use of vocabulary that is precise and purposeful. Simple descriptive words or very few.                                   | Lacks use of vocabulary that is precise and purposeful. No evidence of descriptive lang.   |
| <b>Conventions: Sentence Fluency</b> | Demonstrates skillful sentence fluency (varies length, good flow rhythm, and varied structure).             | Demonstrates reasonable sentence fluency. Some variety of   | Simple sentences with little to no variety in sentence structure.  | Incomplete sentences.  |

|                                       |   |  |  |  |
|---------------------------------------|---|--|--|--|
|                                       |   | sentences.   |  |  |
| <b>Conventions</b>                    | Almost no errors in grammar, punctuation, capitalization, and spelling. May use advanced sentence structure and/or punctuation such as commas or quotation marks. | Some errors in grammar, punctuation, capitalization, and spelling. Could be corrected with more editing.   | Contains several errors in grammar, punctuation, capitalization, and/or spelling. The errors may interfere with reader's understanding of the writing. | Incomplete or run-on sentences. Serious errors which interfere with reader's understanding of the writing. |
| <b>Style: informal writing format</b> | Includes salutation, proper opening, ending and closing for casual letter writing. Uses informal language.  | Follows general letter writing format with not appropriate ending or closing. Some formal language is used | Does not follow the letter writing format. Lack of at least one item in the format. Does not use casual language.                                      | Ignores the letter format totally. Wrong use of language which impede understanding of the content.        |

### Appendix 3

#### Peer editing evaluation form

Name of the writer: \_\_\_\_\_

Your name: \_\_\_\_\_

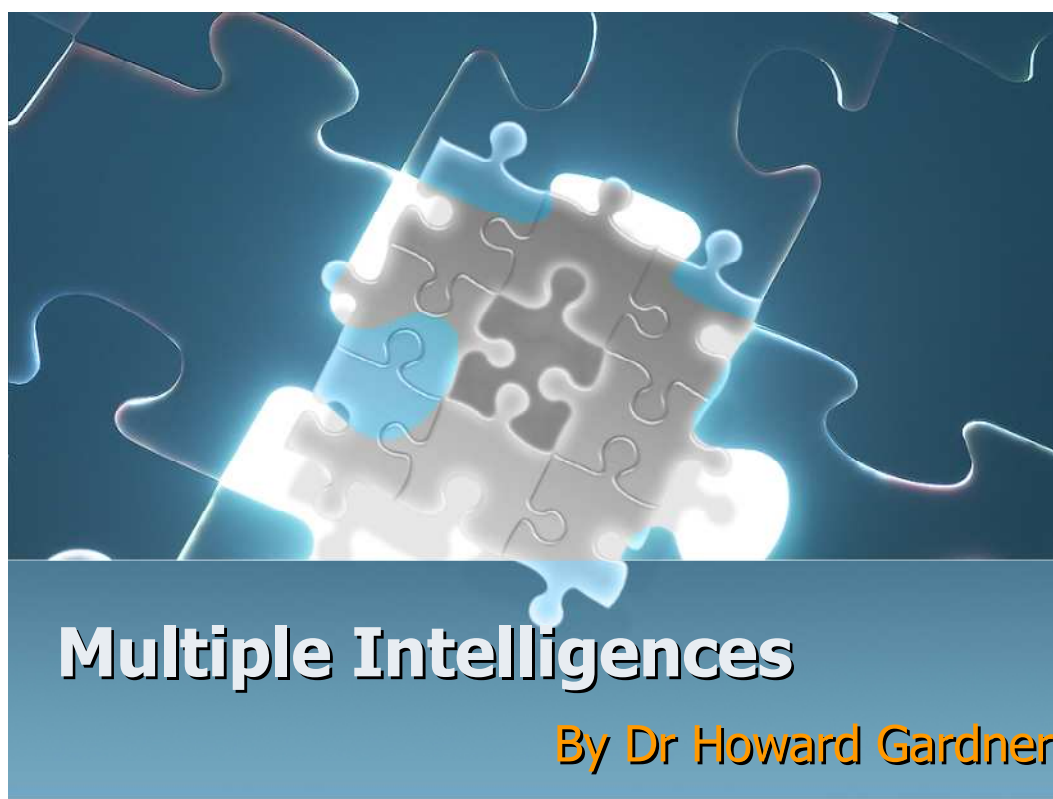
Tick the boxes that best describes your friend's writing.

|                           |  | always | sometimes | Not very often | seldom | never |
|---------------------------|--|--------|-----------|----------------|--------|-------|
| <b>Content</b>            | The content is clearly stated.   |        |           |                |        |       |
| <b>Organisation</b>       | Paragraphs formed with main ideas and supporting ideas.<br>Points are organized in a logical progression.                |        |           |                |        |       |
| <b>Vocabulary</b>         | A variety of adjectives are used in describing the character.<br>Excellent use of descriptive language                   |        |           |                |        |       |
| <b>Sentence structure</b> | A variety of sentence patterns are used.   |        |           |                |        |       |
| <b>Conventions</b>        | Almost no errors in grammar, spelling and punctuation.   |        |           |                |        |       |
| <b>Format</b>             | Includes salutation, proper opening, ending as well as closing for informal letter writing.<br>Informal use of language. |        |           |                |        |       |

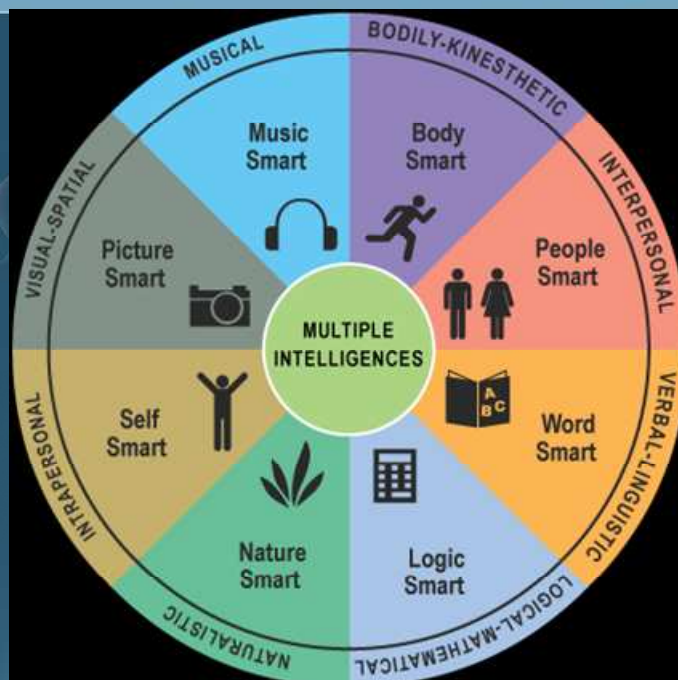
**The things I like about your writing:**

**Points for improvement:**

MI PowerPoint p. 1-3











# The 8 multiple intelligences





## Answers of worksheet 4

| Intelligence       | Good at ...  |  |
|--------------------|--|--|
| Linguistic         | Being sensitive to words and sounds and the use of language      |   |
| Spatial            | Understanding the visual world and responding well to it         |   |
| Bodily-kinesthetic | Controlling the body and handling objects                        |   |
| Interpersonal      | Being sensitive to feelings of others and responding well        |   |
| Intrapersonal      | Understanding our own feelings and controlling our own behaviour |   |
| Logical-mathematic | Seeing number patterns and following an argument                 |   |
| Musical            | Hearing and making sounds and rhythm in music                    |   |
| Naturalist         | Recognizing and classifying flora and fauna                      |  |