**Level 5 Class Assignments: 30%**

Class assignments aim to extend the practice of what Ss have learned from class. Raw score for each assignment should be given between 7-10 out of 10, except for those who copy (=0) or really show no intention to complete a good piece of task (= 6-0). Teacher should always encourage them to put their best effort on each assignment, and challenge them to improve more on the next one. Teacher can redesign the lesson of each unit according to Ss’ progress, learning styles, or interests as long as it meets the objectives of the lesson. The main objective of this level focuses on the results of the projects.

\*Please do not assign any other scored tasks beyond the teaching plan.\*

**\*Copying, using Google translation, or letting somebody else complete the task = 0\***

Level 5 Plan for in class task (30%) (3 \* 10)

**Task 1: Unit 10 Poetry Discussion**

Instructions:

Ss must bring a poem to Class 6. They can either find a poem or write a poem, but it must be related to the IL theme that they and their partner chose for their activity book.

The T will collect the poetry, put Ss into groups of 4-5, and then distribute 2 new poems to each group. Ss should read the poems they’ve been given and then hold a spontaneous (unplanned) discussion about the poems. Ss can discuss any of the following themes, using vocabulary and grammar from the unit:

1. Summarize the poems. What messages do they send?
2. What is each verse of each poem about?
3. What emotions and ideas does each poem evoke?
4. What techniques are used in each poem (alliteration, images, meter, a rhyme scheme, colloquial terms, etc.)?
5. What do you appreciate about the poems?
6. Compare the topics, styles, and structures of the poems. How are they the same or different?
7. Which poem do you prefer and why?

Ss should NOT discuss all of the above themes. Instead, choose 1 theme, listen and respond to each other, agreeing and disagreeing, and then move on to 1 or 2 other themes. The discussion is only 5 minutes long.

Everyone should speak an equal amount. Your job is to make sure everyone’s voices are heard, including your own. Use phrases in Speaking 2, “Managing Conversation,” P. 43.

Ss will have the chance to record their discussion twice. After the first recording, Ss will have 10 minutes to listen to and analyze their discussion, deciding how to improve it. Then, they must record a 2nd time. Ss turn their 2nd recording in to the T before the end of class.

**Scoring Rubric (10%)**

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| --- | --- | --- | --- | --- |
| **Score** | **2**  | **1.5** | **1** | **0.5**  |
|  Discussion Management | Each theme is discussed thoroughly before moving on to a new theme. 4 or more phrases from “Managing Conversation” are are used by different members of the group. Ss clearly listen and respond to each other. | Each theme is discussed thoroughly before moving on to a new theme. 4 or more phrases from “Managing Conversation” are are used but only by 1 member of the group. Ss listen and respond to each other. | Each theme is discussed by all members of the group before moving on to a new theme, but could be discussed more thoroughly. Only a few phrases from “Managing Conversation” are are used. Ss listen and respond to each other. | Themes are not discussed by all members of the group before moving on to a new theme, and should be discussed more thoroughly; phrases from “Managing Conversation” are are not used; OR Ss do not seem to listen or respond to each other. |
|  Language use | Ss clearly and correctly use grammar and vocabulary from the unit. There is no confusion. | Ss attempt to use grammar and vocabulary from the unit. There are language mistakes but they do not cause confusion. | Ss attempt to use grammar and vocabulary from the unit, but some language mistakes cause confusion. | Ss do not attempt to use grammar and vocabulary from the unit and/or language use is not clear. |
| Content | Ss’ comments clearly relate to the poetry being discussed. The discussion is very interesting and the Ss show enthusiasm. | Ss’ comments clearly relate to the poetry being discussed. The Ss show enthusiasm but have trouble communicating interesting ideas. | Ss’ comments clearly relate to the poetry being discussed. However, the Ss lack interest or enthusiasm, and the discussion is uninteresting. | Ss’ comments do not seem to relate to the poetry. Ss lack interest or enthusiasm, and the discussion is uninteresting. |
|  Clarity | Speaking is clear and easy to understand. If someone says something unclearly, another person in the group asks for clarification until it becomes clear. | Speaking is clear and easy to understand except in 1 or 2 parts. Usually, if someone says something unclearly, another person in the group asks for clarification until it becomes clear. | For more than half of the discussion, speaking is clear and easy to understand. However, 1 or 2 members, or a significant part of the discussion, is unclear. | The majority of the discussion is unclear and difficult to understand. |
|  Participation & Poetry (Individual Score) | S brings a poem and participates in the discussion equal to other Ss in their group. | S brings a poem and participates in the discussion, but they speak more or less than other Ss in their group. | S brings a poem but participates minimally in the discussion or dominates the discussion, overshadowing others. | S does not bring a poem and/or does not participate in the discussion. |

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**Task 2: Unit 12 Essay Writing**

1. Ss choose one of the following topics to write a 4 paragraph essay about utopia.
2. Relate the topic to your IL theme, the solutions you’ve already researched, and your own ideas about how to solve the problem.
3. Use the grammar ‘suppositions’ that you have learned from unit 12 where possible.
4. The essay should be handwritten in class on 1 A4 page (or about 400 words).
5. Topics:
* What is your vision of utopia?
* Imagine you had the power to change two things in the world. What would they be?
* Supposing you could design your own utopia. What would be the two most important features of your utopia?
* What two words would you use to describe your utopia?

**Task 2 Criteria (Total 20)**

|  |  |
| --- | --- |
| **Argument:** The paper knows what it wants to say and why it wants to say it. It goes beyond pointing out comparisons to using them to change the reader’s vision. |  **4** |
| **Organization:** Every paragraph supports the main argument in a coherent way, and clear transitions point out why each new paragraph follows the previous one. | **4** |
| **Evidence:** Concrete examples from texts support general points about how those texts work. The paper provides the source and significance of each piece of evidence. | **4** |
| **Mechanics:** The paper uses correct spelling and punctuation. In short, it generally exhibits a good command of academic prose. | **4** |
| **Language Use:** The paper clearly and correctly uses grammar and vocabulary from the unit. There is no confusion. | **4**  |
| **Total** | **20** |

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**Task 3: Unit 11 Debate**

1. Ss are divided into groups of 4-6 in Class 19, depending on class size.
2. Groups are given debate topics to research over the next week, but are not told which side they will be on. Examples of debate topics:
	1. The Restorative Justice Model is the Best Model for Criminal Justice.
	2. Shaming Should Not Be an Element of Criminal Punishment
	3. Criminals and Prisoners Should Have all the Rights of Free Citizens Aside from their Imprisonment
	4. The Death Penalty Should Be Abolished
	5. Boot Camps are a Good Way to Deal With Youthful Offenders
	6. The Special System of Juvenile Justice Should be Eliminated
	7. The War on Drugs Should be Discontinued
3. Debate topics are flexible depending on class focus, S interests, and Ss’ language capacities.
4. Ss come to class 21 prepared with only notes from their research and groups are split into teams.
5. T assigns a S to keep time in the debate (12 minutes per debate)

|  |  |
| --- | --- |
| **Team 1** | **Team 2** |
| Introduction (1 min.)Presentation of Arguments (2 min.)Rebuttal (2 min.)Conclusion (1 min.) | Introduction (1 min.)Presentation of Arguments (2 min.)Rebuttal (2 min.)Conclusion (1 min.) |

1. Note: It is important that the T introduces the debate format and provides examples before the debate day, as some Ss will not be familiar with the pace of a debate and what is expected of them.

**Task 3 Criteria (Total 20)**

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| --- | --- | --- | --- | --- |
| **Criteria** | **4 points** | **3 points** | **2 points** | **1 point** |
| **Use of Facts/Statistics** |  Every major point was well supported with several relevant facts, statistics and/or examples | Every major point was supported with facts, statistics, and/or examples, but the relevance of some was questionable | Some points were supported well, others were not | All points were not supported |
| **Organization** | All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion  | Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion | There was an attempt at organization but it was not well executed | There was no attempt at organization |
| **Rebuttal** | All counter-arguments were accurate, relevant and strong | Most counter-arguments were accurate, relevant, and strong | Some counter-arguments were weak and irrelevant | Counter-arguments were not accurate and/or relevant |
| **Presentation** | Pronunciation, clarity, fluency, body language, and volume were superior | Pronunciation, clarity, fluency, body language, and volume were standard | Pronunciation, clarity, fluency, body language, and volume were basic | Pronunciation, clarity, fluency, body language, and volume needed development |
| **Language Use** | Students clearly and correctly used grammar and vocabulary from the unit. There was no confusion | Students used grammar and vocabulary from the unit with some noticeable mistakes that did not cause confusion | Students used grammar and vocabulary from the unit but rarely and/or with confusion | Students made no attempt to use grammar and vocabulary from the unit |