

Parametri di valutazione per lavori di gruppo, Laboratorio di Lingua Inglese 2

i parametri sono tutti riconducibili ai parametri scritti e orali del livello B2.1, e riguardano

- 1) esposizione dell'argomento: pertinenza dell'argomento presentato a quello assegnato; correttezza e completezza delle informazioni
- 2) correttezza espositivo: chiarezza nella pronuncia e nelle forme linguistiche scritte e orali; accuratezza di eventuali esercitazioni e relative risposte; uso di lessico e strutture appropriate al livello B2.1 (sia nella presentazione del gruppo, sia nella presentazione della grammatica)

Basic errors recurring in virtually all presentations: *became* for *become* (sometimes written correctly but always pronounced as if it were past simple; *like + inf!!*, *I am a+ adj girl* instead of use of adjective; *exercises* pronounced as if it were singular; *live* (vb) pronounced as adj /laiv/.

Comparing & exemplifying

Comments: Personal presentations in the in-class presentation are short and to the point – do not bore the class, but are too short to earn more than Buono in the overall evaluation (other groups uploaded a separate “group” introduction to compensate for short personal presentations in the ppt). Topic presented clearly and succinctly, with good choice of presentation software and of exercises proposed. Exemplification of good Presentation-Practice-Production (PPP)

Group presentation: **Buono**

Topic presentation: **Eccellente**

Speculation & deduction in the present

Comments: Personal presentation: brief but the language level is low – not higher than A2. Main problem is that the team did not address the assigned topic – they provided an overview of DEONTIC morals (can, must, have to) rather than EPISTEMIC modals (must be, might be, etc.). What they did for that lesson was OK – basically copied from the grammar book – but it won't be of any help to the other students in their revision.

Group presentation: **Buono**

Topic presentation: **Discreto**

Sentence adverbials

Comments: Personal presentations (the online version) are high B1; students have opted to load two versions (the personal presentations in the actual lesson are very short and to the point) to maximise their chances of good grades. And no reason why not. The lesson is excellent (and the use of coloured flags to indicate answers was a really good strategy).

Group presentation: **Eccellente**

Topic presentation: **Eccellente**

Speculation & deduction in the past

Comments: The group presentation was too long for the classroom setting; the more important problem is that the language was only a middling B1 so can't be assigned more than Buono. The actual lesson was nice and clear, with fun graphics (absurd photos).

Group presentation: **Buono**

Topic presentation: **Molto Buono**

Articles, determiners, possessives

Comments: Use of Presy for the presentation – looks great (but a couple of technical glitches). Presentations of team members on online version has been modified (previously was the version used in class, and it was too long and read straight off the slide, meaning that it was difficult to hear, difficult to follow. Presentation has since been modified and thus improved). Effort has been made to use interesting adjectives and to say interesting things about the people, and is high B1. Presentation of lesson: Listing – doesn't read example words and phrases (means info is represented too quickly, and anyone trying to take notes will find that they can't do it). Very useful addition of comparative grammar. Practice: provides feedback on responses, not just right or wrong.

Group presentation: **Molto Buono**

Topic presentation: **Molto Buono**

Passives

FILE(s) NOT LOADED ONTO WEBSITE. Comments: Presentation of group members was ok, but a number of errors in spelling, grammar and pronunciation. Topic presentation and was clear but a bit repetitive (!). Would have been worth a Buono, but students failed to make the file available online so loses points.

Group presentation: **Discreto**

Topic presentation: **Discreto**

Compound adjectives

Comments: In-class presentation had a nice short introduction to team members ; online version has been extended and is a high B1. Categories of compound adjectives illustrated by examples; Short exercise (match ex) – match modifier and base; Ex 2 (gap fill) pre-formed compound adjective to insert into sentences. Short but sweet.

Group presentation: **Eccellente**

Topic presentation: **Molto Buono**

Defining/non-defining relative clauses

Comments: Group presentations – once again, too long and simply read off the slide. Little attention paid to use of microphone – don't know how well the ss at the back could follow. Not particularly advanced in terms of language use – low B1. As for topic presentation: 1. a DEFINITION and example (2 ss to compare 2 sentences and a single sentence with relative clause); 2. Defining and non-defining relative clauses. A definition and example sentence provided for each type, but other than that no real explanation given. Students DO mention importance of commas, but don't emphasize the point.; 3. Comparison of "same" phrase presented in the two different types of relative clauses, which is helpful; 4. Revision of relative pronouns: who, which, whose, that; Relative adverbials when, where, why; Particular cases (that in informal language; ~~that~~ in non-defining relative clauses; omission of that in defining relative clauses); 5. exercise (1) is gap-fill (dictionary definitions) – photocopies provided for ss. Ex (2) is transformation (2 sentences into 1 w/ rel cl) → pres good although the difference in use of rel pronouns is not explained and the answers given are sometimes wrong.

Group presentation: **Buono**

Topic presentation: **Buono**

Offering advice

Comments: Presentations ok, but as with the others lots of small errors which bring them down to A2(!). Again, in common with the others, each student simply reads her own presentation – no effort made to speak spontaneously. Grammar presentation is clear (text taken from NS reference) but again simply read off the slide. Use of PPT makes transition between topics clear and avoids clutter. Presentation of info but no summary before exercise. Should / had better (gap-fill a/b) - Had better / why don't you? / how about? / should / if I were you/ have you tried?

Group presentation: **Buono**

Topic presentation: **Molto Buono**

2nd conditional

FILE(s) NOT LOADED ONTO WEBSITE. Comments: PPT: Presentation of affirmative, interrogative and negative forms in tabular form. Exercises good, but limited attempts to involve the class. Would have got a Buono, but students failed to upload the files to the wiki.

Group presentation: **Discreto**

Topic presentation: **Discreto**

Reported speech

Comments: Very nice presentation of team, based on "if you were an animal, what would you be...?" (but read, not spoken)

Good use of team in presenting direct vs indirect speech. Table of conversions to illustrate moving back into the past. Deixis changes also mentioned; the three categories (pronouns, time, place) are clearly set out. Pronunciation always clear; some spelling mistakes evident on the slides. Presentation of exercise – not always clear that the class has to do something. Second half of the exercises – quotes from the movies, with pictures. Nice idea

Group presentation: **Molto Buono**

Topic presentation: **Molto Buono**

Reporting verbs

Comments: Nice personal presentations – short and informative, correct; but read off the slides. Topic Presentation structured in 3 main parts: 1. what are reporting verbs? -> good to introduce topic; 2. Variety of structures (syntactic structures of intransitive, transitive and ditransitive verbs; following clause structures) and examples of those verbs plus example sentences; 3. Difference between say and tell: description then some exercises. Who wants to be a millionaire exercises were fantastic

Group presentation: **Molto Buono**

Topic presentation: **Eccellente**

Should have / could have

Comments: Presentations of individuals similar to others – a bit long and read off the slides, and the level is lowish B1. Visual presentation more interesting – “kids handwriting” font, with London buses and red telephone boxes as graphics

Should have / shouldn't have + pp; Short intros with 2 example sentences (and translations); Could have / couldn't have + pp; Exercise – gap-fill (insert should/could/n't plus pp of verb in brackets). Class finds it difficult – it is a new topic, of course, and they have to insert a piece and also manipulate the verb form

Group presentation: **Buono**

Topic presentation: **Molto Buono**

3rd conditional

Comments: Usual errors in personal presentations: become pronounced became; adjective with article but no noun (or vice versa)

Grammar: affirmative (with example and translation), negative, then interrogative. One slide each

Quick test (not enough language material to work with; not enough help; not enough time; a few mistakes in the exercises make it impossible to complete): e.g. “Maria ate a lot last night, and so she felt sick -> If Maria _____ last night, she _____ sick”

Short, but too short and not any real explanation...

Group presentation: **Buono**

Topic presentation: **Discreto**