**A pamphlet or a poster inviting visitors to Ozas Park**

You will make a pamphlet (information about your chosen topic) or a poster for your school community about Ozas Park. You will explore the area using available resources and you will go there to collect some useful information and visual data. Before the trip, discuss what topic your pamphlet/poster could focus on:

* **Leisure activities**
* **Nature**
* **Educational purpose**
* **Recreational purpose**
* **Call for action**

**Task Checklist**

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| --- | --- | --- | --- |
| ***Element*** | ***Criteria***  | ***Self-assessment***  | ***Teacher’s assessment*** |
| **Content****6points**/2 each/ | Shows evidence of effective **research** and understanding of the key concepts presented  |  |  |
| Reflects accurate, specific, factual **information** related to the chosen topic  |  |  |
| Supporting details are used effectively to help **explain** the concepts |  |  |
| *total* |  |  |  |
| **Layout****5 points**/1 each/ | Has a clear, short, effective **title** |  |  |
| Has some clear, paralleled **sub-headings** |  |  |
| Each chapter/section has a clear main **idea** supported with some relevant information |  |  |
| **Visuals** are well chosen, support the main idea of the chapter/section |  |  |
| Relevant **references** have been found and cited correctly on the back of the pamphlet / poster |  |  |
| *total* |  |  |  |
| **Language****12 points**/2 each/ | **Various present tenses** are used efficiently and correctly to support the main message and purpose of the text |  |  |
|  | **Zero and first conditional clauses** are used efficiently and correctly |  |  |
|  | Various **infinitive and gerund** structures are used correctly and efficiently |  |  |
|  | **Capitalization and punctuation** are correct throughout the pamphlet/poster |  |  |
|  | Various **topic vocabulary** is used effectively to support the main message and purpose of the text |  |  |
|  | Neutral **register** is maintained well |  |  |
| *total* |  |  |  |
| ***Overall total (23)*** |  |  |  |