

Helburu didaktikoak	
1. To plan a photo-essay, following the steps/procedures used by professional journalists	<p>1.1. <i>The student has identified the basic steps used by professional journalists when planning a news piece.</i></p> <p>1.2. <i>The student has decided on the appropriate questions to ask in order to gather information for the photo-essay.</i></p> <p>1.3. <i>The student has researched the photo-essay topic in order to ask the subject better questions.</i></p> <p>1.4. <i>The student has identified the photo techniques that he/she will use on the photo-shoot.</i></p>
2. To select photographs and information that are relevant to, and coherent with, the photo essay	<p>2.1. <i>The student has assessed the quality of given photographic techniques used.</i></p> <p>2.2. <i>The student has identified the photo types that are used in photo-essays.</i></p> <p>2.3. <i>The student has chosen information that is relevant to the photos to be included in the photo essay (and viceversa).</i></p>
3. To create a photo-essay using the photos taken by themselves following the instructions on activity 21, using appropriate language and ICT techniques.	<p>3.1. <i>The student has written the texts that accompany the photos in a photo-essay.</i></p> <p>3.2. <i>The student has used frequency adverbs correctly.</i></p> <p>3.3. <i>The student has correctly used a variety of verb tenses and ways to report on what other people said.</i></p>
4. To collaborate with others when planning and carrying out a joint task or project.	<p>4.1. <i>The student has taken into account the feelings of the interviewees when planning the photo-essay and editing the pictures.</i></p> <p>4.2. <i>The student has agreed on the questions, date, photos and other aspects of the interview.</i></p> <p>4.3. <i>The student has met the deadlines and respected the decisions taken with his/her partner.</i></p>
5. To acquire the required grammar items for this project.	<p>5.1. <i>Tenses: Present Perfect</i></p> <p>5.2. <i>Reported speech and asking questions.</i></p> <p>5.3. <i>Frequency adverbs</i></p> <p>5.4. <i>Irregular Verbs (116)</i></p>
6- To understand basic oral texts related to the subject matter.	<p>6.1. <i>The student has listened to oral productions, identified the vocabulary provided, filled in the gaps and answered the corresponding questions.</i></p>
7- To produce basic oral texts related to the subject matter.	<p>7.1. <i>The student has used vocabulary, grammar and sentence structures accurately and appropriately.</i></p> <p>7.2. <i>The student has used a clear expression (good pronunciation, intonation).</i></p>
8- To produce basic oral texts related to the subject matter.	<p>8.1. <i>The student has used vocabulary, grammar and sentence structures accurately and appropriately.</i></p> <p>8.2. <i>The student has used a clear expression (good pronunciation, intonation).</i></p>