

Unit 1 Making a Country Profile

Name _____

Grammar: The verb *be* (+, -, ?), Contractions: ('m, 's, 're), Imperatives

Vocabulary: Countries and Nationalities

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion <input type="text"/> /5	presents original, well-organised content in a clear way using appropriate visual supports	presents relevant content with some visual support; minor details may be omitted; organisation may be unclear	information is incomplete; omitted or incorrect visual supports; no organisation
Target Language <input type="text"/> /5	uses target grammar and vocabulary fluently and correctly to present the infographic	uses target grammar and vocabulary with hesitation and occasional errors that interfere with communication	uses limited grammar and vocabulary with frequent errors that interfere with communication
Total Points <input type="text"/> /10	Comments:		

Unit 2 Making a Perfect School Collage

Name _____

Grammar: Indefinite Articles, The verb *have got* (+, -, ?), Prepositions of place and time

Vocabulary: School Places, School Subjects, School Objects, Days of the Week

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion <input type="text"/> /5	describes five school features in a perfect school; presents appropriate visuals in the collage	describes features of a perfect school; may omit information at times or develop topics unevenly; adequate visual supports for most information	information is incomplete; omitted or incorrect visual supports
Target Language <input type="text"/> /5	uses target grammar and vocabulary correctly to describe the perfect school; uses spelling, capitalisation and punctuation appropriately	uses target grammar and vocabulary with occasional errors that interfere with communication; may have minor spelling, capitalisation or punctuation errors	uses limited grammar and vocabulary with frequent errors that interfere with communication; frequent spelling, capitalisation or punctuation errors
Total Points <input type="text"/> /10	Comments:		

Unit 3 Making VIP Profiles

Name _____

 Grammar: Demonstrative Pronouns, Possessive Adjectives, Possessive's, *How much...?*

Vocabulary: Family Relationships, Clothing, Adjectives, Prices , Numbers 21-100

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion <input type="text"/> /5	describes the people and clothing items in a clear way using appropriate visual supports	describes people and clothing items with some visual support; minor details may be omitted	information is incomplete; omitted or incorrect visual supports
Target Language <input type="text"/> /5	uses target grammar and vocabulary fluently and correctly to present the information; uses spelling, capitalisation and punctuation appropriately	uses target grammar and vocabulary with occasional errors that interfere with communication; may have minor spelling, capitalisation or punctuation errors	uses limited grammar and vocabulary with frequent errors that interfere with communication; frequent spelling, capitalisation or punctuation errors
Total Points <input type="text"/> /10	Comments:		

Unit 4 Designing a Home

Name _____

 Grammar: *There is / There are (+, -, ?)*, Short answers, *Where*, Prepositions of place , Imperatives for instructions

Vocabulary: Rooms, House Objects, Styles, Locations, Types of Homes, Decorations

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion <input type="text"/> /5	describes the type, location, style and decorations of the home; describes furniture, fixture and appliances; presents appropriate visuals in the collage	describes features, furniture, fixtures and appliances of the home; may omit information at times or develop topics unevenly; adequate visual supports for most information	information is incomplete; omitted or incorrect visual supports
Target Language <input type="text"/> /5	uses target grammar and vocabulary fluently and correctly to present the home; uses spelling, capitalisation and punctuation appropriately	uses target grammar and vocabulary with occasional errors that interfere with communication; may have minor spelling, capitalisation or punctuation errors	uses limited grammar and vocabulary with frequent errors that interfere with communication; frequent spelling, capitalisation or punctuation errors
Total Points <input type="text"/> /10	Comments:		

Unit 5 Making a Free Time Activities Survey

Name _____

Grammar: A / An + Jobs or Occupations, Likes and Dislikes, Let's, Why...? Because...

Vocabulary: Free Time Activities, Jobs and Occupations, Food and Drink, Seasons, Months

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion <input type="text"/> /5	interviews five people using the questions provided; presents the information in a clear way; presents appropriate visuals in the poster	interviews five people using the questions provided; may omit information at times; adequate visual supports for most information	information is invented or incomplete; omitted or incorrect visual supports
Target Language <input type="text"/> /5	uses target grammar and vocabulary correctly to describe free time activities	uses target grammar and vocabulary with occasional errors that interfere with communication	uses limited grammar and vocabulary with frequent errors that interfere with communication
Total Points <input type="text"/> /10	Comments:		

Unit 6 Making an Agenda with Your Weekly Routines

Name _____

Grammar: Adverbs of Frequency, Present Simple (+, -, ?), Prepositions of time

Vocabulary: Routines, The Time

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion <input type="text"/> /5	creates a clear agenda with routines, times and appropriate visual supports; describes the schedule to a classmate	presents relevant content with some visual support; minor details may be omitted; may be unclear	information is incomplete; omitted or incorrect visual supports; no organisation
Target Language <input type="text"/> /5	uses target grammar and vocabulary fluently and correctly to describe the schedule; no spelling errors	uses target grammar and vocabulary with hesitation and occasional errors that interfere with communication	uses limited grammar and vocabulary with frequent errors that interfere with communication
Total Points <input type="text"/> /10	Comments:		